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ACTUAL AND PREFERRED LEVELS OF CURRICULUM DECISION-MAKING
AS PERCEIVED BY SELECTED GROUPS

by



Gerald Bryce Hawley

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES
IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE
OF MASTER OF EDUCATION

DEPARTMENT OF EDUCATIONAL ADMINISTRATION

EDMONTON, ALBERTA

FALL, 1969

UNIVERSITY OF ALBERTA
FACULTY OF GRADUATE STUDIES

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies for acceptance, a thesis entitled "Actual and Preferred Levels of Curriculum Decision-Making as Perceived by Selected Groups," submitted by Gerald Bryce Hawley in partial fulfilment of the requirements for the degree of Master of Education.

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ments for the degree of Master of Education.

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Supervisor

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Date.....

ABSTRACT

A Decision Level Analysis Questionnaire, adapted from that of McBeath was used to investigate the perceptions of the members of ten selected groups regarding actual and preferred levels of decision-making for fifteen decision items related to curriculum. In all, 393 respondents participated in the study.

The four sub-problems defined for the study were investigated by using nonparametric statistics.

Four levels of decision-making were defined for the study, as were four degrees of personal participation in the decision-making process. The four levels of decision-making were the classroom level, the school level, the system level, and the provincial level. The four degrees of personal participation as defined were total participation, shared participation, consultative participation, and no participation.

It was hypothesized that respondents would perceive a preferred level of decision-making at a level closer to the classroom than that at which decisions were perceived to be actually made. In addition, it was hypothesized that the perceptions of respondents regarding actual and preferred levels of decision-making were independent of specified personal and school variables of respondents and the schools in which they taught. The Wilcoxon matched-pairs signed ranks test was used to test the first hypothesis, while the second hypothesis was tested using chi square. Finally, an inves-

tigation of the preferred degrees of participation in the decision-making process as perceived by respondents was accomplished. This analysis also employed chi square.

The findings indicated significant differences between actual and preferred levels of decision-making for each of the fifteen decision items considered for the study. In each case the preferred level was perceived as closer to the classroom than was the actual level. Personal and school variables were shown to be significant determinants of the responses regarding both actual and preferred levels of decision-making, but were found to have more influence on actual than on preferred responses. The effect on the response patterns by the personal and school variables varied from decision item to decision item and from variable to variable.

Some differences in the preferred degree of participation in the decision-making process were found depending upon whether the respondent was a practicing teacher or a student in education. In general there was an indication of a desire for a high degree of participation.

ACKNOWLEDGEMENTS

The writer wishes to thank his advisor, Dr. F.C. Thiemann, and the other members of his advisory committee Dr. C.S. Bumbarger and Dr. L.D. Stewart, for their advice and assistance in the preparation of this thesis.

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CHAPTER I

DEFINITION OF THE PROBLEM

I. INTRODUCTION

There has been an increasing concern with various aspects of the decision-making process as it impinges upon the field of education. One area of educational decision-making is the field of curriculum. Curriculum decisions are made at all levels of the educational hierarchy, some of which involve teachers. This study concerned the role of the teacher in curriculum decision-making as perceived by practicing teachers and by teachers in training.

II. THE PROBLEM

This study was a descriptive survey of selected groups and investigated the perceptions of the members of these groups regarding the actual and preferred decision-making levels for specified decision items related to the curriculum field. One major problem was defined and was subsequently enunciated as four sub-problems.

Statement of the Problem

The problem investigated by this study was to compare the perceptions of individuals in selected groups regarding the levels at which specified decisions related to curriculum are made and preferably should be made.

Sub-problem one. The first sub-problem investigated was to determine the extent of differences, if any, between respondents' perceptions of actual decision-making levels and preferred decision-making levels for the decision items specified by the study.

Sub-problem two. The second sub-problem investigated was to compare groups categorized according to specified personal and school variables, in order to determine the relationship between such variables, and the perceptions of actual and preferred levels of decision-making for the decision items specified by the study.

Sub-problem three. The third sub-problem investigated was to describe the degree of personal participation which those teachers and education students surveyed would prefer to have with respect to the decision-making process for the decision items specified by this study. This sub-problem included the task of determining significant differences, if any, between the response patterns of teachers and education students with respect to their preferred degree of participation in decision-making.

Sub-problem four. The fourth sub-problem investigated was to describe the perceptions of actual and preferred levels of decision-making as perceived by selected university instructors and by selected officials of the Alberta Department of Education.

III. SIGNIFICANCE OF THE STUDY

Various sources such as Bridges (1), Clarke (2), Goodlad (3) Ribble (4), and Sharma (5), have posited that teachers desire, need, and deserve an increasing role in the making of decisions which affect them. Decisions respecting the curriculum usually affect teachers. It would appear important to obtain empirical evidence regarding the ways persons involved in education perceive the role of the teacher in the curriculum decision-making process. A greater knowledge of the feelings of teachers, education students, and influential others, regarding the levels at which curriculum decisions should be made, would provide a stronger basis for deciding on the allocation of decision-making authority and the provision of appropriate decision-making structures. Such information as is provided by this study, helps make clearer the desires and perceived needs of educators with respect to the process of curriculum decision-making. If the views of teachers and of teachers in training are known, then appropriate courses of action may more easily be taken by those charged with the responsibility of allocating curriculum development authority and responsibility. The study provides an insight into the degree of professionalism aspired to by teachers. Decision-making roles have become important considerations in the apparent drive toward professional status for teachers. This study also establishes guidelines and indicates lines of action for further research in the field.

IV. ASSUMPTIONS

One of the major assumptions of this study was that the responses to the instruments used would provide an accurate indication of respondents' perceptions regarding the levels at which the specified decisions are actually made. Further, it was assumed that respondents possessed enough knowledge about the field of curriculum development in Alberta to appropriately complete the instruments. A third assumption was that the levels of decision-making as presented for this study were hierarchical in nature. The responses were assumed to be of an ordinal scale. Finally, the assumption was made that respondents could perceive a distinct level of decision-making for each of the decision items used.

V. LIMITATIONS OF THE STUDY

It was recognized that the findings of this study were limited only to the populations under study. Inferences to other specific or more general populations were not justified. Further, the study investigated only a specified sample of curriculum decisions. No attempt was made to consider the relationships of all possible variables influencing the perceptions of respondents. Rather, the study was limited to a consideration of a selected number of personal characteristics of respondents and characteristics of schools. The study was limited to selected groups which included the professional staff of a southern Alberta county school system, selected classes of graduate and undergraduate students at

the University of Alberta, selected university instructors, and selected officials of the Alberta Department of Education.

VI. DEFINITION OF TERMS

Curriculum

The term curriculum has been defined in a multiplicity of ways. For the purposes of this study curriculum will be taken to mean both the nature and organization of content, and the nature and organization of learning experiences.

(6: p. 12)

Decision-Making Level

A decision-making level is defined as an organizational unit having the ability to make a specified decision. For the purposes of this study four such levels were defined as:

The classroom level. This level includes teachers and pupils. Decisions made at this level are made by individual teachers for the pupils they teach. This level may include decisions made by pupils alone, by the teacher alone, or by the teacher and pupils together.

The school level. The school level includes principals, vice-principals, department heads, and teachers. Decisions made at this level may be made by the principal, vice-principal, department head, or a teacher, as individuals, or by a group such as the staff, or committees of the staff.

The system level. The system level includes the superintendent of schools, other central office personnel, the school board, and committees of teachers and administrators

making decisions for the school system.

The provincial level. The provincial level includes such personnel as those in the provincial department of education, the provincial legislature, or those persons working within the framework of the provincial bodies of the Alberta Teachers' Association or the Alberta School Trustees' Association.

Degree of Personal Participation

The degree of personal participation is defined as the part which an individual plays in the decision-making process. For the purposes of this study four degrees of personal participation were defined as:

Total. The individual makes the decision by himself.

Shared. The individual participates as an active member of a group of persons who actually make the decision.

Consultative. The individual is asked for information or opinion respecting the decision to be made but the decision is made by someone else.

No Participation. The individual plays no part in the decision-making process.

VII. SUMMARY OF CHAPTER I

This chapter introduced the study. The problem and the sub-problems investigated were enunciated, and the study's significance to the advancement of knowledge was discussed. The assumptions and limitations of the study were described, and critical terms were defined.

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1. Edwin M. Bridges, "A Model for Shared Decision-Making in the School Principalship," Educational Administration Quarterly, III (Winter, 1967), pp. 49-61.
2. S.T.C. Clarke, "The Role of Teachers in Decision-Making," The A.T.A. Magazine, XLVIII (February, 1968), pp. 11-15.
3. John I. Goodlad, "Curriculum Decisions: By Whom and What For?" The Nation's Schools, LXXV (March, 1965), pp. 42-43+.
4. Robert B. Ribble, "The Effect of Planned Change on the Classroom," Theory Into Practice, V (February, 1966), pp. 41-45.
5. Sharma, C.L. "Who Should Make What Decisions?" Administrators' Notebook, III (April, 1955), pp. 1-4.
6. Hilda Taba, Curriculum Development: Theory and Practice, (New York: Harcourt, Brace and World, 1962).

CHAPTER II

REVIEW OF THE RELATED LITERATURE AND RESEARCH

I. INTRODUCTION

While much has been written regarding the teacher and curriculum development, only those items which bear directly on this study were considered in review of the literature.

A comprehensive review of the literature related to decision-making in the school has been presented by Simpkins (12) and will not be treated here. While the curriculum development process in Alberta has been studied by Osborne (9), Thornton (14) has presented a review of the literature on perception. Reference to these works provides the reader with information which is related to, but outside the scope of, this presentation.

II. TEACHER PARTICIPATION IN CURRICULUM

DECISION-MAKING

According to Stewart, the four basic questions which must be answered when the process of curriculum decision-making is being considered are:

(1) What are the basic requirements necessary in order that effective curriculum development decisions may be made? (2) What kinds of decisions are made in the field of curriculum development? (3) Who should make decisions in the field of curriculum development and (4) What basic principles should be followed in the making of curriculum decision? (13:p. 28)

Stewart attempts to answer the third of his basic questions by stating that "The nature of each of the decisions involved

in curriculum development determines who should make that decision." (13:p. 28) He classifies decisions into three categories: those which initiate, those which approve, and those which implement. He suggests that the initiating type of decision must be made by "those with the vested authority to set events in motion." (13:p. 28) Approval decisions are made by those operating in a lay capacity. Implementing decisions are made by the professional who has the "knowledge, skill, and capacity to proceed, or to direct others to proceed, toward approved goals." (13:p. 29) He also outlines two basic principles which are important in allocating curriculum decision-making authority.

(1) Curriculum decisions should be made by those individuals most competent to do so. (2) In order that curriculum development activities develop effectively, decisions should be made as closely as possible to the point of implementation. (13:p. 29)

Stewart acknowledges the need for a compromise between these two principles but clearly places the teacher, as the individual closest to the point of implementation, in the decision-making structure.

Goodlad emphasizes the confusion which exists over who should make curriculum decisions by stating that:

One had only to examine the curriculum bulletins issued by some state departments of education to realize our confusion over who should make what curriculum decisions. In them one will find a potpourri ranging from vague statements of educational aims, to principles of child development, to weekly time specifications for each subject, to suggested technics for the teaching of art. Are there some curricular decisions that are rightly the responsibility of state departments of education, and which, if concentrated upon might be executed superbly? Are there others rightly belonging to local school districts? And still others to the professional staffs? And

even some to federal offices? Until we work through the the answers to these questions, curriculum planning . . . with all its attributes, will continue to be much less effective than it should be. (4:p. 67)

Osborne conducted a recent study which showed that for curriculum building in Alberta:

The Department of Education makes the decisions and announcements on curriculum change. In planning major change the Department presents ideas to the curriculum committees. These ideas are then channeled to the sub-committees where the details are worked out. Teachers are expected to follow a prescribed curriculum which sets minimal requirements. Some teachers are invited to share in decisions on curriculum change, especially at the sub-committee level. The Department requires teachers to investigate curriculum problems in accordance with Departmentally authorized change. In this process administrators play significant roles as facilitators. (9:p. 86)

Osborne indicates that little real decision-making authority is granted to teachers in Alberta with respect to curriculum development. He suggests that the Department of Education neglects the needs of teachers to participate in curriculum development activity.

In the light of Goodlad's questions and Osborne's statement, one might further consider the statement by Bridges that "Of the myriad activities in which the principal engages, his conscious involvement of teachers in making decisions is one of the most crucial." (2:p. 49) Bridges cites studies by Coch and French, Guest, Vroom, Maier, and Wickert, which have indicated that there are distinct advantages to allowing employee participation in decision-making in an industrial setting. He states that in studies conducted by Chase, Sharma, and Bridges, there is an indication that in an educational setting teacher satisfaction is directly related to their

involvement in decision-making, whether or not the teachers had a high or low need for independence.

It remains to isolate those decisions in which teachers have a right and a need to participate. Bridges cites Barnard as posing the concept of a "zone of indifference." (1:p. 51) Decisions made by an administrator which fall into the teacher's zone of indifference will be accepted without question by the teacher. According to Bridges and Chase participative decision-making is effective only if the decisions being considered fall outside the teacher's zone of indifference. On this point Bridges states, "Decisions of this type are those that deal primarily with classroom affairs, e.g., methods of teaching, materials to be used, content to be taught, techniques for evaluating progress of pupils" (1:p. 52) The decisions described above could reasonably be included in the category of decisions which are curricular in nature and thus are legitimately the concerns of this study.

Ribble has presented two views of roles to be played in the curriculum innovation process. He has posited the existence of the administrative view and the classroom view. The administrative view "places the expertise about curriculum innovation with the instructional leaders." (10:p. 42) Teachers and students are at the bottom of the power structure. The real decisions on curriculum innovations are made by the board of education, the superintendent, the Department of Education, or by curriculum specialists either within or outside the system. The structure of decision-making power as

exemplified by the administrative view is illustrated by the paradigm in Figure 1 on page 13. (10:p. 42)

The classroom view, on the other hand, makes the assumption that " . . . knowledge and understanding of curriculum are held by teachers and students." (10:p. 42) The distribution of decision-making is reversed from that of the administrative view. The structure of the decision-making power exemplified by the classroom view is illustrated in Figure 2 on page 14. (10:p. 43)

According to Ribble,

The classroom view provides an organizational pattern that maximizes the facilitation of curriculum changes and minimizes the resistance to try innovations. More important it allows us to continue and even expand our conception of the teacher as a professional. Where teachers perceive themselves as playing a key role in the decisions about curriculum they are encouraged by the prospect of receiving assistance from outside sources. However, where teachers see themselves as peripheral, rather than central to curriculum decision-making, they resent the efforts of outside sources and see them as further intrusions on their prerogatives and the resistance to change is encouraged. (10:p. 44)

Ribble feels that the classroom view can be implemented but only if teachers can be given enough time for their role as curriculum innovators. He also feels that teacher involvement is the key to the effectiveness of innovations.

Support has been presented for the view that teachers should be involved in curriculum decision-making. Some of the more important findings from empirical research which have dealt with this issue are:

Rice (11) studied the role understanding of various groups including teachers, with respect to their perceptions

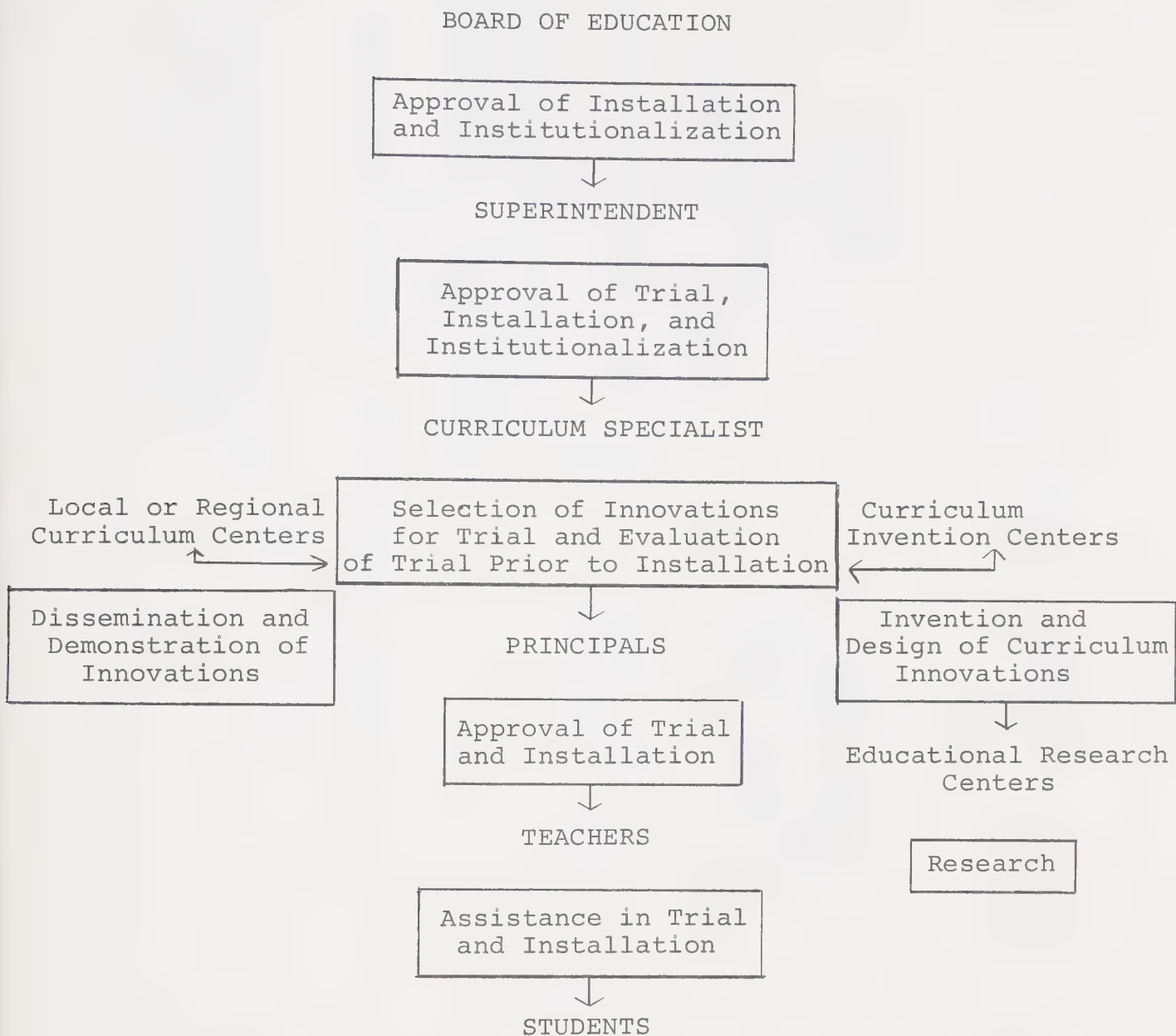


FIGURE 1

THE ADMINISTRATIVE VIEW OF THE CURRICULUM INNOVATION
PROCESS AS PROPOSED BY RIBBLE

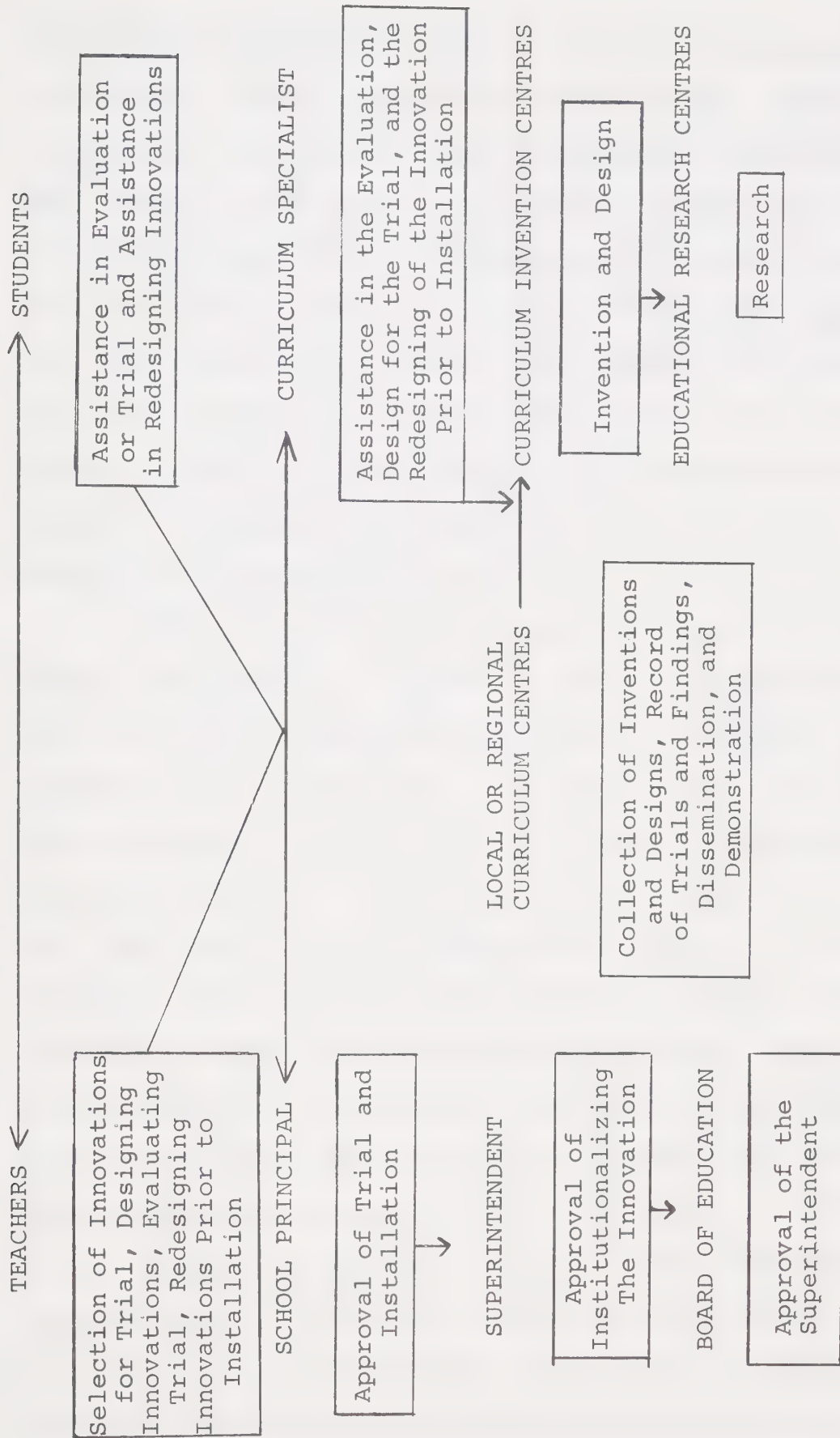


FIGURE 2
THE CLASSROOM VIEW OF THE CURRICULUM INNOVATION
PROCESS AS PROPOSED BY RIBBLE

of teachers' and others' roles in curriculum decision-making. He studied a sample consisting of school board members, superintendents, administrative and supervisory personnel, secondary teachers, and elementary teachers. There were two school districts studied: one in Colorado and the other in New Mexico. He found that teachers had less understanding of their own role than school board members and administrators had of their respective roles. An important finding was that individuals within a school district, who have curriculum decision-making responsibilities, do not agree on the role of others in the curriculum decision-making process.

Martin (6) studied secondary and elementary teachers, resource personnel, and administrators in Los Angeles County. He found that the roles of elementary and secondary school teachers were not the same. In the elementary school setting the development of curriculum was a duty of professional curriculum leaders. The function of the teacher was to act as a consultant to these leaders with respect to the classroom situation. On the other hand, secondary teachers could be regarded as experts in the curriculum of their subject field. He suggested that the findings indicate role conflicts between consultants and teachers which must be resolved before effective curriculum development can take place.

Oberlin (8) working in three areas in Michigan, studied teachers' and administrators' perceptions of actual and ideal roles in curriculum planning. Administrators perceived teachers' roles to be more extensive than did teachers them-

selves. Both groups perceived the ideal role of the teacher as greater than the actual role, and there was considerable agreement among groups as to what they felt the role of the teacher in curriculum planning should be. Oberlin found that teachers' perceptions varied according to geographical area but that school size was not a significant factor.

Johansen (5) used 195 teachers in four school districts in Illinois in an attempt to discover the relationship between teachers' perceptions of their influence in certain local curriculum decision-making situations and subsequent curriculum implementation. He found that the simple act of teacher participation in the curriculum decision-making process increased the chances of subsequent implementation of the curriculum decision. The perception of teachers that they were influential in the decision-making process further increased the likelihood of implementation. He suggested that the cooperative process involving teachers should be characterized by a concerted effort by leaders to solicit actively, and consider seriously, the opinions of classroom teachers. He found that if teachers felt that their authority in the decision-making process was due mainly to their position or function, rather than to their expertise, the chances for implementation of decisions were decreased. The perception by teachers that administrators' authority was hierarchical in nature also served to decrease the likelihood of implementation. These results indicate that while the simple participation of teachers did increase the chance of

implementation, more than that was necessary for maximum implementation to take place.

A recent study of an Oregon Community (2) found that teachers were not in agreement as to what their roles should be. For items which related to curriculum development and implementation, results indicated a substantial divergence of teacher perception regarding the role of the teacher in these fields.

Francoeur, (3) in a study involving teachers in Quebec, found that only a small percentage of teachers in her sample felt that they had the opportunity to participate regularly and actively in curriculum development. On the other hand, a significant relationship was found between involvement in curriculum development activities and teacher satisfaction.

A study by McBeath (7) using teachers and other educators in the province of Saskatchewan is of great interest and significance. McBeath used respondents in a province-wide sample of educators and lay influentials. The present study was influenced greatly by the research design and instruments used by McBeath. McBeath's study defines five levels of decision-making and asked respondents to indicate the actual and ideal decision point for forty-eight decision items related to the educational program in Saskatchewan. Findings indicated that those individuals surveyed were of the opinion that more of the decision-making should occur at a level closer to the classroom than that at which it is now perceived.

III. SUMMARY OF CHAPTER II

The review of the literature and research as presented above indicates that there is some controversy over the appropriate role of the teachers in curriculum decision-making. Evidence has been presented which indicates that there is a lack of agreement among teachers and between teachers and influential others with respect to the roles teachers should play in the curriculum decision-making process. The literature indicates a perceived need by teachers for a more extensive role in such activities. There are also indications of the need for further research into the issue of the teacher's role in curriculum decision-making, thus providing a rationale for this study. The literature and research also provide a basis for the formulation of the directional hypotheses tested in this study.

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CHAPTER III
INSTRUMENTATION, THE GROUPS STUDIED
AND
DATA COLLECTION PROCEDURES

This chapter describes the instrumentation and the data collection methods. The groups participating in the study are described, and an analysis of the personal and school characteristics of the individuals in each group is given.

I. INSTRUMENTATION

The instrument used for this study was a Decision Level Analysis Questionnaire constructed by the investigator. This instrument was composed of two sub-instruments, (1) a Personal and School Data Questionnaire, and (2) a Decision Level Analysis Questionnaire. A copy of the instrument may be found in Appendix A.

The Personal and School Data Questionnaire. The Personal and School Data Questionnaire was designed to collect data regarding the age, sex, teaching experience, administrative experience, formal training, marital status, teaching level, and present position of each respondent. In addition, data for those respondents associated with a specific school district and school were collected concerning the number of teachers in the school and the type of school district. Finally respondents were asked to indicate their perceptions

regarding the allocation of their primary loyalty, the source of most of their intellectual stimulation, and their degree of acquaintance with professional colleagues.

The collection of the data described above served two purposes: (1) the data provided information which enabled a description of the sample studied to be made, and (2) the data provided a basis for investigating the relationship between the personal and school variables described above, and the response patterns for the decision level analysis instrument.

The Decision Level Analysis Questionnaire. The Decision Level Analysis Questionnaire used for this study was designed to obtain information regarding the perceptions of respondents with respect to the levels at which specified decisions were made and should have been made. In addition, respondents were asked to indicate the degree of personal participation which they felt they should like to have had in the decision-making process for each of the specified decisions. For each of fifteen decision items, respondents were asked to specify: (1) one of four specified decision levels as the level at which they perceived the decision was actually made, (2) one of four specified decision levels as the level at which the decision preferably should have been made, and (3) one of four specified degrees of personal participation which they perceived as appropriate for themselves in the decision-making process for the decision being considered.

The four specified levels of decision-making as defined

in chapter one and used in the instrument were: (1) the classroom level, (2) the school level, (3) the system level, and (4) the provincial level.

The four degrees of personal participation as used in the study and as defined in chapter one were: (1) total participation, (2) shared participation, (3) consultative participation, and (4) no participation.

Fifteen decision items related to curriculum were selected by the investigator for this study. They were selected so as to provide a wide range of curriculum decisions. An attempt was made by the researcher to choose items which seemed related to the order of curriculum decision-making as proposed by Taba. She posits that this order is

1. Diagnosis of needs
2. Formulation of objectives
3. Selection of content
4. Organization of content
5. Selection of learning experiences
6. Organization of learning experiences
7. Determination of what to evaluate and the ways and means of doing it. (1: p.12)

Some of these items used were adapted from an instrument used by McBeath. (2) The items were modified in order to be more applicable to the situation in Alberta.

II. THE GROUPS STUDIED

The sample chosen for this study consisted of ten discrete populations. Each of these populations was associated with the field of education in Alberta. A summary of the name of each group and the number of members surveyed may be found in Table I. A brief description of each group is as follows:

TABLE I
GROUPS INVOLVED IN THE STUDY

Group	Name	Number In Total Population	Number of Question- naires Distributed	Number of Responses	Percentage Response of Question- naires Distributed	Percentage Response of Total Population
One	County of Lethbridge	173	173	157	91	91
Two	Ed. Admin. Masters	37	37	37	100	100
Three	Ed. Admin. 526	34	34	34	100	100
Four	Ed. CI. 421	35	27	27	100	77
Five	Ed. Admin 562	25	22	22	100	88
Six	Ed. Admin. 261-20	35	28	28	100	80
Seven	Ed. Admin, 461-2&4	80	43	43	100	54
Eight	Ed. Admin, 261-15	40	19	19	100	48
Nine	Instructors	13	13	12	92	92
Ten	Curric. Branch	5	4	4	100	80
Total		477	410	393	96	83

Group one. Group one included all the teachers and school administrators of the County of Lethbridge, and of two small separate school districts located within the geographical boundaries of the county. This group represented a relatively typical rural system close to a small city. A summary of the characteristics of this group may be found in Table II.

Group two. Group two included all full time students in the Department of Educational Administration at the University of Alberta who were completing course requirements for the degree of Master of Education during the 1968-69 winter session. Each of the members of this group had teaching experience and many had administrative experience. A summary of the characteristics of this group may be found in Table II.

Group three. Group three included all students enrolled in the evening credit course Educational Administration 526 offered at the University of Alberta during the winter session 1968-69. Most of the individuals in this group were teachers or administrators currently employed in schools in the Edmonton area. The summary of characteristics for this group may be found in Table II.

Group four. Group four included all students registered in one section of the course Educational Curriculum and Instruction 421 offered during the 1968-69 winter session at the University of Alberta. They were chosen as an example of a senior class in undergraduate education. The students in this course were primarily those with an orientation toward the elementary school. The summary of characteristics of this group may be found in Table II.

TABLE II

SELECTED CHARACTERISTICS OF GROUPS ONE, TWO, THREE, FOUR, AND FIVE

Characteristic Category	Group One N = 152		Group Two N = 34		Group Three N = 34		Group Four N = 27		Group Five N = 22	
	n	%	n	%	n	%	n	%	n	%
Age										
Under 25	23	15.1					13	84.1		
25 - 34	40	26.3	25	67.6	20	58.8	7	25.9	13	59.1
35 - 44	38	25.0	10	27.0	11	32.4	3	11.1	6	27.3
45 - 54	23	15.1	2	5.4	3	8.8	4	14.8	2	9.1
Over 54	27	17.8							1	4.5
Unspecified	1	0.7								
Sex										
Male	56	36.8	36	97.3	30	88.2	5	18.5	21	95.5
Female	96	63.2	1	2.7	4	11.8	22	81.5	1	4.5
Teaching Experience (years)										
None	12	7.9			1	2.9	9	33.3		
One	8	5.3					3	11.1		
Two	11	7.2	5	13.5	2	5.9	5	18.5	1	4.5
Three	8	5.3	3	8.1	4	11.8	1	3.7		
Four	6	3.9	1	2.7	2	5.9	1	3.7		
Five	29	19.1	5	13.5	2	5.9	2	7.4	2	9.1
6 - 10	51	33.6	13	35.1	11	32.4	5	18.5	7	31.8
11 - 20	27	17.8	10	27.0	12	35.3	1	3.7	8	36.4
21 or more					2	5.9			4	18.2
Administrative Experience (years)										
None	110	72.4	12	32.4	12	35.3	27	100.0	3	13.6
One	6	3.9	4	10.8	4	11.8			1	4.5
Two	5	3.3	6	16.2	4	11.8				
Three	4	2.6	5	13.5	4	11.8			4	18.2
Four	4	2.6	2	5.4	2	5.9			1	4.5
Five	4	2.6	2	5.4	1	2.9			2	9.1
6 - 10	5	3.3	5	13.5	6	17.6			8	36.4
11 - 20	11	7.2	1	2.7	1	2.9			3	13.6
21 or more	3	2.0								

TABLE II (continued)

Characteristic Category	Group One		Group Two		Group Three		Group Four		Group Five	
	n	%	n	%	n	%	n	%	n	%
Training (years of education beyond Alta. grade twelve)	One	19 12.5								
	Two	33 21.7					4 14.8			
	Three	21 13.8					9 33.3			
	Four	61 40.1	9 24.3		19 55.9		13 38.1		14 63.6	
	Five	12 7.9	12 32.4		9 26.5		1 3.7		5 22.7	
	Six	6 3.9	16 43.2		6 17.6				3 13.3	
7 or more										
Marital Status	Single	46 30.3	4 10.8		2 5.9		17 63.0			
	Married	106 69.7	33 89.2		32 94.1		10 37.0		22 100.0	
Teaching Level	Elementary	79 52.0	6 16.2		14 41.2		24 88.9		5 22.7	
	Secondary	72 47.4	24 64.9		18 52.9		3 11.1		16 72.7	
	University									
	Does not apply		7 18.9						1 4.5	
No response										
Present Position	Teacher	129 84.9			11 32.4		2 7.4		5 22.7	
	Administrator	22 14.5			18 52.9				16 72.7	
	B.Ed. Student						24 88.9			
	After Degree									
	Grad. Student		37 100.0		4 11.8		1 3.7			
	Other								1 4.5	
No response										
School Size (number of teachers)	Six or fewer	24 15.8							1 4.5	
	7 - 12	44 28.9			4 11.8		2 7.4		6 27.3	
	13 - 18	28 18.4			6 17.6		3 11.1		3 13.6	

TABLE II (continued)

Characteristic Category	Group One		Group Two		Group Three		Group Four		Group Five	
	N = 152	%	N = 34	%	N = 34	%	N = 27	%	N = 22	%
School Size (number of teachers)	19 - 30	53	24.9		5	14.7	2	7.4	8	36.4
	31 - 50				17	50.0	1	3.7	3	13.6
	More than 50									
	No response	3	2.0	2.0	2	5.9	19	70.4	1	4.5
School District Type	Urban Public				20	58.8	5	18.5	6	27.3
	Urban Separate				6	17.6	3	11.1	4	18.2
	Rural Public	133	87.5		5	14.7			12	54.5
	Rural Separate	16	10.5		1	2.9				
	Does not apply						19	70.4		
	No response	3	2.0	37 100.0	2	5.9				
Loyalty	School Dist.	33	21.7		6	17.6			1	4.5
	Profession	109	71.7		26	76.5	7	25.9	21	95.5
	No response	10	6.6	37 100.0	2	5.9	20	74.1		
Intellectual Stimulation	Outside	60	39.5		12	35.3	2	7.4	4	18.2
	Within	80	52.6		21	61.8	5	18.5	18	81.8
	No response	12	7.9	37 100.0	1	2.9	20	74.1		
Professional Acquaintances	Few	76	50.0		9	26.5	5	18.5	2	9.1
	Many	73	48.0		24	70.6	3	11.1	20	90.9
	No response	3	2.0	37 100.0	1	2.9	19	70.4		

Group five. Group five included the students registered in the evening credit course Educational Administration 562, offered at Red Deer, Alberta by the University of Alberta. This class was chosen as an example of a group of teachers and administrators, currently in the field, and who were pursuing studies toward a graduate degree in education. The individuals in the group resided in the city of Red Deer, and various rural communities in the Red Deer area. This provided a cross section of both rural and urban teachers and administrators. The summary of characteristics of this group may be found in Table II (p. 26).

Group Six. Group six was composed of members of one section of the course Educational Administration 261 offered at the University of Alberta during the 1968-69 winter session. It was composed of undergraduate education students, most of whom were in their first year of university. They were chosen as one of two groups exemplifying first year undergraduate students in education. The summary of characteristics for group six may be found in Table III.

Group seven. Group seven consisted of the members of two sections of the course Educational Administration 461 offered by the University of Alberta during the 1968-69 winter session. They were chosen as an example of a group of senior students, who have obtained a bachelor's degree in a field other than education and who were completing the requirements for a teaching certificate by taking a one year program in the Faculty of Education. A summary of the relevant

TABLE III

SELECTED CHARACTERISTICS OF GROUPS SIX, SEVEN, EIGHT, NINE AND TEN

Characteristic Category		Group Six N = 28		Group Seven N = 43		Group Eight N = 12		Group Nine N = 12		Group Ten N = 4	
		n	%	n	%	n	%	n	%	n	%
Age	Under 25	23	82.1	31	72.1	15	78.9				
	26 - 34	5	17.9	11	25.6	4	21.1	2	16.7		
	35 - 44			1	2.3			9	75.0	3	75.0
	45 - 54										
	55 or over							1	8.3	1	25.0
	Unspecified										
Sex	Male	14	50.0	29	67.4	6	31.6	12	100.0	4	100.0
	Female	14	50.0	14	32.6	13	68.4				
Teaching Experience (years)	None	26	92.9	38	88.4	19	100.0				
	One	2	7.1	1	2.3						
	Two			2	4.7						
	Three			2	4.7			4	33.3		
	Four										
	Five										
Administrative Experience (years)	6 - 10							2	16.7		
	11 - 20							5	41.7	4	100.0
	21 or more							1	8.3		
	None	28	100.0	43	100.0	19	100.0	3	25.0		
	One							1	8.3		
	Two										
	Three										
	Four							2	16.7		
	Five									1	25.0
	6 - 10							5	41.3	2	50.0

TABLE III (continued)

Characteristic Category	Group Six N = 28			Group Seven N = 43			Group Eight N = 19			Group Nine N = 12			Group Ten N = 4		
	n	%		n	%		n	%		n	%		n	%	
Administrative 11 - 20 Experience 21 or more (yrs.) (Cont'd) No response							1	8.3		1	25.0				
Training (years of education beyond Alta. grade twelve)	One	26	92.9				16	84.2							
	Two	1	3.6				2	10.5							
	Three	1	3.6	2	4.7		1	5.3							
	Four			28	65.1										
	Five			11	25.6										
	Six			2	4.7					1	8.3				
	Seven or more						11	91.7		4	100.0				
Marital Status	Single	23	82.1	28	65.1	15	78.9								
	Married	5	17.9	15	34.9	4	21.1	12	100.0	4	100.0				
Teaching Level	Elementary	3	10.7	2	4.7	7	36.8								
	Secondary	25	89.3	41	95.3	12	63.2								
	University									12	100.0				
	Does not apply									4	100.0				
Present Position	Teacher														
	Administrator														
	B.Ed. Student	26	92.9	1	2.3	19	100.0								
	A.D. Student	2	7.1	42	97.7										
	Grad. Student Other									1	8.3				
							11	91.7		4	100.0				

characteristics of this group may be found in Table III(p. 30).

Group eight. Group eight consisted of members of one section of the course Educational Administration 261 offered at the University of Alberta during the 1968-69 winter session. It was composed of undergraduates in the Faculty of Education most of whom were in their first year of university. They were chosen, along with group six, as examples of first year students in the B.Ed. program at the University of Alberta. They were not combined with group six for the purposes of this study because the two groups had different instructors. They are, however, similar in many aspects. A summary of the characteristics for this group may be found in Table III(p. 30).

Group nine. Group nine consisted of those members of the Faculty of Education at the University of Alberta who were involved in the instruction of some of the students used for this study. Of the thirteen members of this group, eleven were on the staff of the Department of Educational Administration, one was on the staff of the Department of Elementary Education, and one was a Doctoral student in the Department of Educational Administration. The summary of characteristics for this group may be found in Table III(p. 30).

Group ten. Group ten consisted of five officials of the Curriculum Branch of the Alberta Department of Education. The five officials were the Director of Curriculum and the four Associate Directors of Curriculum. They were chosen for the study to give some indication of the perceptions of Curriculum Branch officials with respect to the decisions being

considered. In addition, it was possible to compare the perceptions of teachers with the perceptions of these officials. A summary of the characteristics of this group may be found in Table III (p. 30).

III. THE DATA COLLECTION TECHNIQUES

In general, the data collected for this study were obtained by administering the instruments described earlier to each of the groups used in the study. However, the method of administering the instruments varied according to the nature and situation of the various groups surveyed. In the case of group one, the investigator obtained permission from the Superintendent of Schools for the County of Lethbridge to survey the teachers and administrators of that county. Copies of the correspondence regarding this permission may be found in Appendix B.

Permission was then obtained from the executive of the County of Lethbridge Principals' Association to have the investigator meet with the members of the Association, explain to them the purposes of the study, and to distribute the questionnaires. The questionnaires for each staff were distributed by the investigator to the principals of the schools involved. The principals subsequently administered the instruments to their staffs and returned the instruments to the investigator either personally or through the assistance of the Assistant Superintendent for the county, who collected the instruments at the county office and forwarded them to

the investigator through the mails.

For the remaining groups one of two methods of administration of the instruments was used. For groups two, three, four, six, nine and ten, the instruments were administered directly by the investigator, either to the group as a whole or in the cases of groups nine and ten to individual members of the group. For groups five, seven, and eight, the instruments were administered by the university instructor for the particular group involved. In the cases where the instrument was administered to classes of university students, only those present at the time of administration were surveyed. No attempt was made to administer the questionnaire to those not present at that time. This may account for the low rate of return for groups seven and eight, as well as the moderate return for groups four and six. In general, all questionnaires distributed were returned, the percentage of return being the percentage of the class present at the time of administration.

IV. SUMMARY OF CHAPTER THREE

This chapter described the instrumentation used for this study, the groups surveyed, and the data collection techniques. A summary of the personal and school characteristics for each of the groups surveyed was presented in table form. The data collection methods were described for each group. The reasons for the selection of each group for the study was given.

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CHAPTER IV

HYPOTHESES TESTED AND STATISTICAL ANALYSIS USED

In this chapter the hypotheses tested in this study are enunciated and justified. The statistical methods used in the analysis of data are described and the rationale for the choice of procedures used is given. There were five main types of analyses undertaken in this study. First, an analysis of the characteristics of eight groups involved in the study was made, followed by an analysis comparing responses regarding actual and preferred levels of decision-making. The third analysis investigated the relationship between the thirteen specified personal and school variables and the responses regarding actual and preferred decision-making levels. Fourth, an analysis of the teachers' and education students' perceptions of preferred degrees of participation in the decision-making process was made. Finally, the response patterns regarding the actual and preferred decision-making levels as perceived by these respondents, who were included in groups nine and ten as described on pages 31 and 32 above, were presented. The methods used for each of these four analyses is discussed in this chapter.

I. THE HYPOTHESES TESTED

For the purposes of this study each of the fifteen decision items considered was treated alone. No attempt was

made to group items into related factors. This necessitated an item by item analysis. For each of the items one directional and thirteen null hypotheses were postulated. These hypotheses are stated in general terms, the statements applying to each of the fifteen decision items being considered.

Directional Hypotheses

The literature and research as reviewed in Chapter II suggests that teachers should have a more extensive role in the curriculum decision-making process. Based on this evidence, it was hypothesized that respondents would have perceived a preferred level of decision-making closer to the level of the classroom than the level at which they perceived the decision to have been actually made. The hypotheses were stated in the research form as follows:

H_1 : The distribution of responses regarding perceptions of the level at which the decision should be made places the decision-making at a level closer to the classroom than that at which the decision is perceived to be actually made.

Null Hypotheses

In order to investigate the relationships between the thirteen specified personal and school variables (see pages 21 and 22) and the perceptions of actual and preferred values of decision-making, the following null hypotheses were postulated:

1. H_0 : Respondents' perceptions of the levels at which

the decision is actually being made are independent of the thirteen personal and school variables as specified above.

2. Ho: Respondents' perceptions of the levels at which they would prefer the decision to be made are independent of the thirteen personal and school variables as specified above.

The above null hypotheses are stated in general form so as to apply to all decision-items and personal or school variables specified for this study. These hypotheses are stated in more specific forms related to each decision item and to each of the personal and school variables in the discussion of the findings in Chapter V.

II. METHODS OF DATA ANALYSIS USED

Introduction

The data, as collected by means of the instrumentation described earlier, were transferred from the questionnaires to IBM coding sheets by the investigator. An identification number was given to each respondent so that the group of which he was a member could be identified if necessary. For a majority of the respondents, information was obtained so that a follow-up study might be made.

The data, as coded on the data sheets, were transferred to IBM punch cards through the cooperation of the Division of Educational Research Services at the University of Alberta. Once the data cards were prepared, it was possible to undertake

the four analyses as outlined below.

An Analysis of Personal and School Characteristics of the Individuals Comprising the Groups Involved in the Study

This analysis was undertaken to describe the personal and school characteristics of the individuals participating in the study.

The IBM mechanical card sorter was used to compile frequencies of responses in each category of the specified variables. Percentage frequencies were calculated by using the APL facilities of the IBM 360/67 computer. The variables analysed, the categories used to describe each variable, the frequencies of responses to each category, and the corresponding percentage frequencies may be found in Table II (p. 26).

An Analysis of Perceptions of Actual and Preferred Levels of Decision-Making

The differences between perceptions of actual and preferred decision-making were investigated by testing the directional hypotheses outlined on page 37 and page 38. The hypotheses were tested using the Wilcoxon matched-pairs signed-ranks test.

The Wilcoxon matched-pairs signed-ranks test. The Wilcoxon matched-pairs signed-ranks test is described by Siegel (1:p.75) as a nonparametric test applicable for use with two related samples. This test uses the relative magnitude of differences between pairs as well as the direction of differences. The responses to the Decision Level

Analysis Questionnaire constitute responses from two related samples. One sample consists of the perceptions of actual decision-making levels, the other of the perceptions of preferred decision-making levels. The two samples were related as the actual and preferred response pairs were perceptions of the same individual operating under different conditions.

The Wilcoxon matched-pairs signed ranks test requires at least ordinal measurement both within and between pairs. One of the assumptions of this study was that the levels of decision-making as defined for the study were hierarchical in nature. The acceptance of this assumption permits the responses regarding these levels to be considered as ordinal. This satisfies the requirements of the Wilcoxon test.

According to Siegel (1:p. 79), when the sample size is larger than twenty-five, it can be shown that the sum of ranks (T), is practically normally distributed with

$$\text{Mean} = \mu_T = \frac{N(N+1)}{4}$$

$$\text{and standard deviation} = \sigma_T = \sqrt{\frac{N(N+1)(2N+1)}{24}}$$

Therefore:

$$z = \frac{T - \mu_T}{\sigma_T} = \frac{T - \frac{N(N+1)}{4}}{\sqrt{\frac{N(N+1)(2N+1)}{24}}} \quad (5.5)$$

and is approximately normally distributed with zero mean and unit variance. The probabilities associated with the occurrence of the null hypothesis may be thus found by comparing

the value of z obtained from formula 5.5 to a table of probabilities associated with the values as extreme as observed values of z in the normal distribution (Table A on page 247 of Siegel).

Siegel further states: The power-efficiency of the Wilcoxon matched-pairs signed-ranks tests approaches 95% of that of the t test. (l:p. 76)

The analysis of responses using the Wilcoxon test was accomplished by using a modified computer program NP05 for large samples available through the Division of Educational Research Services. The findings of this analysis are described in Chapter V. A summary of the probabilities associated with each of the hypotheses tested by the Wilcoxon method may be found in Table IV (p. 46). The hypotheses were tested at the 0.05 level of significance.

An Analysis of the Relationships between the Personal and School Variables and Perceptions of Actual and Preferred Levels of Decision-Making

The analysis of the relationships between personal and school data and the perceptions of respondents regarding actual and preferred levels of decision-making was undertaken in order to discover whether or not such variables as specified on page 21 had an effect on the perceptions of respondents regarding the decisions considered. The null hypothesis that perceptions of actual and preferred levels of decision-making are independent of the specified personal and school variables was tested for each item. Once again, a nonpara-

metric statistical test was employed, namely, the chi square test for independent samples. (1:p. 175) The chi square test was used to test the independence of the responses regarding the perceptions of actual decision-making levels and each of the specified personal and school variables in turn. The same method was then used to test for the independence of preferred decision-making levels and the personal and school variables. Since only nominal data are required for chi square, this is an appropriate test for the data collected in this study. For each of the personal or school variables, the categories constituting the possible values for any variable were mutually exclusive, thus the samples were independent. The requirements for the chi square test were therefore met.

The data for this study were analysed using program NPØ9 available through the Division of Educational Research. The probabilities that chi square values obtained are due to chance may be found in Appendix C. The findings of this analysis are found in Chapter V.

An Analysis of the Degrees of Personal Participation Preferred by Teachers and Education Students Surveyed

The analysis of the preferred degree of participation in the decision-making process was limited to a consideration of the perceived preferences of those persons surveyed who indicated that they were either (1) classroom teachers or (2) students in the Faculty of Education on a full-time basis. The analysis was limited to the following two procedures.

First, a description of the response patterns for each item was given for the teachers and students surveyed. Second, a comparison of the responses of teachers and students was made using chi square. The results of this analysis are presented in Chapter V.

An Analysis of the Response Patterns for Groups Nine and Ten

The analysis of responses made by members of the group of Alberta university instructors (group nine) and the group of selected officials of the Alberta Department of Education (group ten) was limited to a summary of the frequencies and percentage frequencies of responses for these groups. These data were included so as to serve as a basis for possible comparison with other groups included in the study. The results of this analysis are presented in Chapter V.

III. SUMMARY OF CHAPTER IV

In this chapter the hypotheses tested in the study were outlined. A rationale was presented for the use of directional hypotheses used. The methods of data analysis were outlined. The description of five types of analysis undertaken in this study was presented. The choice of statistical tests was justified and the procedures followed in the analyses were explained.

REFERENCES FOR CHAPTER IV

1. Sidney Siegel, Nonparametric Statistics. (New York: McGraw-Hill Book Company, 1956).

CHAPTER V

FINDINGS OF THE STUDY

I. INTRODUCTION

In this chapter the findings of the study are summarized. The four sub-problems as outlined in Chapter I are dealt with in turn. A general description of the findings related to each sub-problem is given.

II. FINDINGS RELATED TO SUB-PROBLEM ONE

Sub-problem one was to determine the extent of differences, if any, between respondents' perceptions of actual decision-making levels and preferred decision-making levels for the decision items specified by the study. As indicated in Chapter IV, the Wilcoxon matched-pairs signed-ranks test was used for this purpose. A summary of the response frequencies for each of the items, the values of z scores, and probabilities obtained from this analysis may be found in Table IV. The corresponding percentage frequencies for these responses may be found in Table V. For the purposes of this analysis only those respondents included in groups one through eight as described in Chapter III were included.

In general, the results of this analysis indicated strong support for the directional hypothesis tested. The hypothesis was that the distribution of responses regarding the perceptions of the level at which the decision should be

TABLE IV

FREQUENCY OF RESPONSES REGARDING ACTUAL AND PREFERRED LEVELS OF
DECISION-MAKING FOR THE DECISIONS SPECIFIED BY THE STUDY

Decision Item	Levels of Decision-Making										Wilcoxon Test	
	Classroom		School		System		Province		N	z	Score	Probability
	Act.	Pref.	Act.	Pref.	Act.	Pref.	Act.	Pref.				
1. Textbooks	7	58	30	126	143	126	168	38	348		-6.198	0.0000
2. Aids	267	313	60	39	23	3	6	1	356		-5.867	0.0000
3. Abstractness	85	143	50	115	94	61	117	27	346		-11.137	0.0000
4. Evaluation	22	49	130	213	177	73	18	12	347		-9.080	0.0000
5. Non-Graded	1	14	44	186	270	128	34	21	349		-10.851	0.0000
6. Skills	45	73	125	161	102	79	76	35	348		-3.536	0.0004
7. Time	26	92	99	179	100	45	123	32	348		-8.407	0.0000
8. Adoption	4	17	44	183	220	123	77	22	345		-10.361	0.0000
9. Field Trip	131	245	114	86	109	23			354		-2.114	0.0348
10. Workbooks	108	227	95	92	133	27	12	2	348		-8.642	0.0000
11. Curric. Guide	12	40	45	129	117	116	164	53	338		-12.228	0.0000
12. Disc. Approach	169	262	65	68	80	15	34	3	348		-8.264	0.0000
13. Problems	95	168	31	81	94	63	122	30	342		-2.317	0.0214
14. Adm. Age	4	13	9	75	149	146	188	116	350		-13.290	0.0000
15. Sec. Language	2	9	52	174	191	130	105	37	350		-6.024	0.0000

TABLE V

PERCENTAGE FREQUENCIES REGARDING ACTUAL AND PREFERRED DECISION LEVELS
FOR THE DECISION ITEMS SPECIFIED BY THE STUDY

Decision Item	Levels of Actual Decision-Making			Levels of Preferred Decision-Making		
	Classroom	School	System Province	Classroom	School	System Province N
1. Textbooks	2.0	8.6	41.1	48.3	16.7	36.2 36.2 10.9 348
2. Aids	75.0	16.9	6.5	1.7	87.9	11.0 0.8 0.3 356
3. Abstractness	24.6	14.5	27.2	33.8	41.3	33.2 17.6 7.8 346
4. Evaluation	6.3	37.5	51.0	5.2	14.1	61.4 21.0 3.5 347
5. Non-Graded	0.3	12.6	77.4	9.7	4.0	53.3 36.7 6.0 349
6. Skills	12.9	35.9	29.3	21.8	21.0	46.3 22.7 10.1 348
7. Time	7.5	28.4	28.7	35.3	26.4	51.4 12.9 9.3 348
8. Adoption	1.2	12.8	63.8	22.3	4.9	53.0 35.7 6.4 345
9. Field Trip	37.0	32.8	30.2		69.2	24.3 6.5 354
10. Workbooks	31.0	27.3	38.2	3.4	65.2	26.4 7.8 0.6 348
11. Curric. Guide	3.6	13.3	34.6	48.5	11.8	38.2 34.3 15.7 338
12. Disc.Approach	48.6	18.7	23.0	9.8	75.3	19.5 4.3 0.9 348
13. Problems	27.8	9.1	27.5	35.7	49.1	23.7 18.4 8.8 342
14. Adm. Age	1.1	2.6	42.6	53.7	3.7	21.4 41.7 33.1 350
15. Sec. Language	0.6	14.9	54.6	30.0	2.6	49.7 37.1 10.6 350

made, places the decision-making at a level closer to the classroom than that at which the decision is perceived to be actually made.

As indicated in Table IV(p.46), the Wilcoxon test indicated a strong significant difference between the perceptions of actual and preferred decision-levels for each of the fifteen items specified for the study. In no case was the probability for the indicated differences occurring by chance greater than 0.05. In all but three cases, the probability of differences occurring by chance was less than 0.0001. Of the three items whose probabilities fell above this level, one was less than 0.001, while the others were less than 0.04. These results would seem to indicate decided differences between the perceptions of actual and preferred levels of decision-making for each of the fifteen items.

In addition to indicating distinct differences between perceptions of actual and preferred levels of decision-making, the analysis indicated that in each case the preferred level of decision-making was perceived as closer to the level of the classroom than that of the actual level of decision-making. The modal decision-making levels for both actual and preferred responses are illustrated in Table VI. The results indicated different levels of decision-making considered appropriate for different kinds of decisions. There was a strong indication of a desire on the part of respondents to prefer the decision-making for each of fifteen items at a level at least as close to the classroom as that at which they perceived the

TABLE VI

MODAL LEVELS OF ACTUAL AND PREFERRED DECISION-MAKING

Decision Item	<u>Perceived Levels of Decision-Making</u>	
	Actual	Preferred
1. Textbooks	province	school or system
2. Aids	classroom	classroom
3. Abstractness	province	classroom
4. Evaluation	system	school
5. Non-Graded	system	school
6. Skills	school	school
7. Time	province	school
8. Adoption	system	school
9. Field Trip	classroom	classroom
10. Workbooks	system	classroom
11. Curric. Guide	province	school
12. Disc. Approach	classroom	classroom
13. Problems	province	classroom
14. Adm. Age	province	system
15. Sec. Language	system	school

decision made. For all but four of the fifteen decisions the preferred level of decision-making was at least one level closer to the classroom than was the actual decision-making level. In these four cases the number of respondents selecting a particular level as the modal preferred level was greater than the number selecting that level as the modal actual level.

As indicated in Table IV (p. 46), the decision regarding the selection of teaching aids was perceived as a classroom decision by 267 respondents while 313 respondents preferred the decision made at the level of the classroom. For the decision regarding the determination of the skills necessary for proficiency in reading and writing, the results were similar. The school level was the modal level for both actual and preferred responses. There was, however, an increase in the number of respondents indicating the school level as the actual level. In all 125 respondents indicated that they perceived the decision to have been made at the school level, while 161 respondents indicated that they would have preferred the decision to have been made at the school level. For the item regarding the decision on whether or not to include a field trip as a part of a course of study, the results indicated the same kind of reaction. Both the actual and preferred levels of decision-making were perceived as the classroom level. While only 131 respondents indicated that they felt the decision had actually been made at that level, 245 respondents felt that the decision should preferably have

been made at the level of the classroom. The fourth decision item for which the actual and preferred decision-making levels were perceived as the same by a plurality of respondents was the decision regarding the use of the discovery approach in the teaching of science. While the classroom level was the modal level for both the actual and preferred decision-making, 169 respondents selected this level as the actual decision-making level while 262 respondents indicated a preference for the decision to have been made at the level of the classroom.

While, as indicated above, there were four decisions for which the actual and preferred decision levels were perceived as the same, there were also six items for which the preferred decision-making level was one level closer to the classroom than was the perceived actual level. In addition, there were three items for which the preferred level was two levels closer to the classroom level than was the actual level, and two items for which the preferred level was perceived as three levels closer to the classroom than was the perceived actual level. The last two items are worthy of mention. For the decision regarding the abstractness of content for an elementary mathematics course, 117 respondents perceived the decision to have been made at the level of the province while 143 respondents felt that this decision should have been a classroom level decision. For the decision regarding the kinds of mathematics problems pupils were taught how to solve the result was similar. Of the 342 responses to this item, 122 respondents indicated that they perceived this decision to have been made at the provincial level while 168

of these respondents indicated that they would have preferred this decision to have been made at the level of the classroom. It was noted that for none of the fifteen items was the provincial level the modal preferred decision level.

In summary, the above findings indicate that the respondents to this study perceived a desire for a shift of the decision-making regarding the items specified for this study. There were strong indications that respondents preferred the decisions specified for this study to have been made at a level as close or closer to the classroom than that at which they were perceived as actually having been made. The findings, therefore, support the directional hypotheses tested by this analysis.

III. FINDINGS RELATED TO SUB-PROBLEM TWO

Sub-problem two was to compare groups categorized according to specified personal and school variables, in order to determine the relationship between such variables and the perceptions of actual and preferred levels of decision-making for the decision items specified by this study. Once again, only those respondents who were members of groups one through eight were considered for the purposes of this analysis which was accomplished using chi square tests as described in Chapter IV.

The variables according to which respondents were categorized included the personal variables age, sex, teaching experience, administrative experience, formal training, marital

status, teaching level, and present position. In addition the school variables, school size, and school district type were considered. Finally, respondents were categorized according to their responses regarding the allocation of their primary loyalty, the source of most of their intellectual stimulation, and the degree of acquaintance they perceived as having with professional colleagues.

In general, the findings of this analysis indicated a greater dependence on the above variables for perceptions of actual decision-making levels. That is, there was more support for the null hypotheses that the perceptions of preferred decision-making levels were independent of the specified variables, than there was for the null hypotheses that the perceptions of actual decision-making levels were independent of the specified variables.

Findings Regarding Actual Decision Levels

With respect to the perceptions of actual decision-making for the fifteen items specified for this study a total of 185 tests of independence were conducted. The null hypotheses that the perceptions of actual decision-making levels were independent of the specified personal and school variables was tested at the 0.05 level of significance. As indicated in Chapter IV, chi square tests were used. The probabilities associated with chi square for each of the tests of independence may be found in Appendix C. In all there were eighty-five tests for which the null hypothesis as stated above was not accepted. On the basis of this analysis

the most important variable upon which the perception of actual decision-making levels depended was the present position of the respondent. That is, whether he was a practicing teacher, or an education student. Variables such as allocation of primary loyalty, sources of intellectual stimulation, and perceived degree of acquaintance with professional colleagues, were found to be relatively unimportant as far as determining perceptions of actual decision-making was concerned. A more detailed analysis of the effect of each of the specified variables follows.

Age. For the puposes of this analysis respondents were placed into one of three age categories, under twenty-five, twenty-five to forty-four, and forty-five or over. These age categories were selected by the researcher as examples of a lower age group, a middle age group and an older group. It was assumed that the above categories were appropriate for this study. Eight of the fifteen decisions specified by this study produced significant differences when respondents were categorized by age. These decision items are included in Table VII. Table VII also includes the percentage frequencies of responses for each of the three age categories as specified above. In addition, the probability of the obtained value of chi square for each appropriate test of independence is given. The findings indicated no systematic occurrences of the differences.

Sex. The responses of individuals with respect to their perceptions of actual levels of decision-making were

TABLE VII

PERCENTAGE FREQUENCIES OF RESPONSES FOUND SIGNIFICANTLY DIFFERENT
WHEN RESPONDENTS WERE CATEGORIZED ACCORDING TO AGE

Decision Item	n	Age Category	Actual Decision-Making Levels			N	df	Chi ² 0.05	Chi ² critical 0.05	Proba- bility of Chi ²
			Class- room	School	Province					
3. Abstractness	104	Under 25	16.3	20.2	26.0	347	6	21.9	12.59	0.001
	187	25-44	22.5	12.3	29.4					
	56	45 +	46.4	10.7	21.4					
4. Evaluation	105	Under 25	3.8	28.6	61.9	347	6	15.6	12.59	0.016
	186	25-44	5.4	42.5	46.2					
	56	45 +	14.3	39.3	44.6					
5. Non-Graded	105	Under 25		7.6	72.4	349	4	23.0	9.49	0.001
	187	25-44		17.1	77.5					
	57	45 +		8.7	86.0					
6. Skills	105	Under 25	19.0	27.6	21.9	347	6	20.9	12.59	0.002
	186	25-44	11.8	37.1	31.2					
	56	45 +	5.4	46.4	37.5					
8. Adoption	104	Under 25		14.4	67.3	344	4	13.8	9.49	0.032
	183	25-44		15.9	63.9					
	57	45 +		5.3	56.1					
9. Field Trip	105	Under 25	31.4	46.7	21.9	353	4	25.3	9.49	0.000
	189	25-44	43.4	27.0	29.6					
	59	45 +	27.1	22.0	50.8					
10. Workbooks	104	Under 25	30.8	41.3	27.9	348	4	24.8	9.49	0.000
	186	25-44	33.3	23.7	43.0					
	58	45 +	24.1	13.8	62.1					
14. Adm. Age	105	Under 25		21.9		350	2	53.1	5.99	0.000
	187	25-44		55.0						
	58	45 +		60.3						

found to be significantly different when respondents were categorized according to sex for eight of the fifteen items. These decision items are included in Table VIII. Table VIII also includes the percentage of frequencies of responses regarding these eight decision items, and the values of the probability of the observed chi square is included. The findings indicated that male respondents perceived a level of decision-making closer to the classroom than did female respondents.

Teaching experience. Respondents were categorized into three groups for the purpose of this analysis. Category one included those respondents who had indicated no teaching experience. Category two included those respondents who had indicated from one to ten years of teaching experience. The third category included those who indicated eleven or more years of teaching experience. Of the fifteen decision items considered, the perceptions of actual levels of decision-making were found different in nine cases. A summary of the percentage frequencies of responses for these nine items, as well as the probabilities of chi square for these items may be found in Table IX. The findings indicated no systematic differences.

Administrative experience. Respondents were categorized into two groups for the purposes of this analysis. One group consisted of those respondents who had indicated no administrative experience while the second group contained respondents who had indicated some administrative experience.

TABLE VIII

PERCENTAGE FREQUENCIES OF RESPONSES FOUND SIGNIFICANTLY DIFFERENT
WHEN RESPONDENTS WERE CATEGORIZED ACCORDING TO SEX

Decision Item	Sex	n	Actual Decision-Making Levels			N	df	Chi ²	Chi ² critical 0.05	Proba- bility of Chi ²
			Class- room	School	Province					
4.Evaluation	Male	192	4.7	41.1	46.9	7.3	348	3	8.3	7.82
	Female	156	8.3	33.3	55.8	2.6				0.041
8.Adoption	Male	192		18.2	59.4	22.4	345	2	8.4	5.99
	Female	153		8.5	69.3	22.2				0.038
9.Field Trip	Male	194	44.3	36.1	19.6		354	2	25.7	5.99
	Female	160	28.1	27.5	44.4					0.000
10.Workbooks	Male	193	37.8	28.0	34.2		349	2	13.6	5.99
	Female	156	22.4	26.3	51.3					0.003
11.Curric.Guide	Male	189		22.8	40.7	36.5	340	2	27.3	5.99
	Female	151		9.3	26.5	64.2				0.000
12.Disc. Appr.	Male	193	50.3	23.8	14.5	11.4	351	3	21.7	7.82
	Female	158	46.8	12.0	33.5	7.6				0.000
13.Problems	Male	188	37.2	8.0	20.2	34.6	344	3	22.8	7.82
	Female	156	16.0	10.3	36.5	37.2				0.000
15.Sec.Language	Male	192		19.8	53.6	26.6	352	2	8.0	5.99
	Female	160		10.0	55.6	34.4				0.046

TABLE IX

PERCENTAGE FREQUENCIES OF RESPONSES FOUND SIGNIFICANTLY DIFFERENT WHEN
RESPONDENTS WERE CATEGORIZED ACCORDING TO TEACHING EXPERIENCE

Decision Item	Teaching Experi- ence	n (years)	Actual Decision-Making Levels			N	df	Chi2 Critical 0.05	Proba- bility of Chi2
			Class-	School	Province				
3. Abstractness	None	92	9.8	26.1	30.4	33.7	348	6	27.9
	1-10	143	26.6	8.4	29.4	35.7			
	11 +	113	34.5	12.4	21.2	31.9			
4. Evaluation	None	92	1.1	35.9	58.7	4.3	348	6	13.7
	1-10	143	7.7	32.2	53.1	7.0			
	11 +	113	8.8	46.0	41.6	3.5			
5. Non-Graded	None	92		8.7	68.5	12.9	350	4	26.6
	1-10	144		15.3	79.2	5.5			
	11 +	114		13.2	82.5	9.7			
6. Skills	None	92	17.4	26.1	21.7	34.8	348	6	27.2
	1-10	143	14.7	32.9	30.8	21.7			
	11 +	113	7.1	47.8	33.6	11.5			
7. Time	None	92	10.9	46.7	27.2	15.2	352	6	34.7
	1-10	144	6.2	17.4	31.3	45.1			
	11 +	116	6.0	27.6	26.7	39.7			
9. Field Trip	None	92	37.0	58.7	4.3		354	4	55.5
	1-10	145	35.9	23.4	40.7				
	11 +	117	38.5	22.2	39.3				

TABLE IX (continued)

Decision Item	Teaching Expe- ience (years)	Actual Decision-Making Levels			N	df	Chi ² 0.05	Chi ² Critical bility of Chi ²
		n	Class- room	School System Province				
10. Workbooks	None	92	31.5	46.7	1.1	349	6	30.6
	1-10	144	31.9	21.5	4.2			12.59
	11 +	113	29.2	18.6	4.4			0.000
12. Disc. Approach	None	92	43.5	34.8	6.5	351	6	25.1
	1-10	143	50.3	10.5	12.6			12.59
	11 +	116	50.9	15.5	8.6			0.000
14. Adm. Age	None	92		5.5	81.5	351	4	63.2
	1-10	145		4.1	54.3			9.49
	11 +	114		1.8	30.7			0.000

The findings of this analysis were that three of the fifteen decision items produced responses which indicated differences according to the administrative experience of respondents. The percentage frequencies for these three items and the values of the probability of chi square are presented in Table X. The findings indicated no consistent nature for the differences.

Number of years of teacher education. When respondents were categorized according to the number of years of teacher education, the responses for nine items indicated differences. Three categories of teacher education were used for this analysis, namely, one year, two to three years, and more than three years. The findings related to the nine items for which responses were dependent upon the amount of teacher training of respondents may be found in Table XI(p.58). Included in Table XI are percentage frequencies of responses for each of the nine items and the corresponding values of the probability of chi square for these items. Once again, no consistent pattern of differences was in evidence.

Marital Status. For the purposes of this analysis, only two categories of marital status were considered, namely single and married. Those respondents who indicated that they were divorced, widowed, or separated were included in the single category. It was recognized by the researcher that such a categorization has distinct limitations and that other methods of categorization would have been equally appropriate. It was assumed however, that since there were

TABLE X

PERCENTAGE FREQUENCIES OF RESPONSES FOUND SIGNIFICANTLY DIFFERENT WHEN RESPONDENTS WERE CATEGORIZED ACCORDING TO ADMINISTRATIVE EXPERIENCE

Decision Item	Administ- rative Experience	n	Actual Decision-Making Levels				N	df	Chi ² 0.05	Chi ² Critical	Proba- bility of Chi ²
			Class- room	School	System	Province					
3. Abstractness	None	243	21.4	14.8	32.5	31.3	348	3	14.4	7.82	0.002
	Some	105	32.4	13.3	14.3	40.0					
14. Adm. Age	None	247		4.4	34.4	61.1	351	2	22.4	5.99	0.000
	Some	104		2.0	61.5	36.5					
15. Sec. Language	None	247		13.4	51.8	34.8	352	2	9.5	5.99	0.024
	Some	105		20.0	61.0	19.0					

TABLE XI

PERCENTAGE FREQUENCIES OF RESPONSES FOUND SIGNIFICANTLY DIFFERENT WHEN
RESPONDENTS WERE CATEGORIZED ACCORDING TO TEACHER TRAINING

Decision Item	Teacher Training (years)	n	Actual Decision-Making Levels			N	df	Chi ² (0.05)	Chi ² Critical	Probability of Chi ²
			Class- room	School	Province					
3. Abstractness	One	59	13.6	16.9	27.1	348	6	16.8	12.59	0.010
	2-3	71	26.7	5.6	38.0					
	4 +	218	27.1	29.6	34.4					
5. Non-Graded	One	59		6.8	18.6	350	4	17.6	9.49	0.007
	2-3	71		9.9	14.1					
	4 +	220		15.5	5.9					
7. Time	One	59	15.3	35.6	27.1	352	6	17.6	12.59	0.007
	2-3	71	11.3	18.3	42.3					
	4 +	222	4.1	29.7	36.9					
9. Field Trip	One	59	25.4	42.4	32.2	354	4	22.0	9.49	0.000
	2-3	72	30.6	19.4	50.4					
	4 +	223	42.2	33.6	24.2					
10. Workbooks	One	59	25.4	28.8	45.8	349	4	16.1	9.49	0.013
	2-3	72	18.1	22.2	59.7					
	4 +	218	36.7	28.4	34.9					
12. Disc. Approach	One	59	32.2	23.7	11.9	351	6	14.8	12.59	0.022
	2-3	71	46.5	12.7	8.5					
	4 +	221	53.8	19.0	9.5					

TABLE XI (continued)

Decision Item	Teacher Training (years)	n	Actual Class- room	Decision-Making School	Levels Province	N	df	Chi ² Critical (0.05)	Probability of Chi ²
13.Problems	One	58	17.2	8.6	27.6	344	6	15.5	0.017
	2-3	69	23.2	10.1	37.7				
	4 +	217	31.8	8.8	37.3				
14.Adm. Age	One	59		3.4	76.3	351	4	17.0	0.009
	2-3	72		4.2	47.2				
	4 +	220		3.6	50.0				
15.Sec. Language	One	59		10.2	44.1	352	4	12.9	0.045
	2-3	73		12.4	37.0				
	4 +	220		17.8	24.1				

few respondents (fourteen) who had indicated a marital status other than married or single, no appreciable contamination of categories occurred by the use of the above method. Five items were found to exhibit significant differences when respondents were categorized according to marital status. A summary of the findings regarding these items may be found in Table XII. In the cases of four of the five items findings indicated that respondents classified as married perceived the decisions to have been made at a level closer to the classroom, than that as perceived by the single respondents. For the item concerning the problems to be taught, the opposite direction of differences was indicated.

Teaching level. Two levels of teaching were considered for this analysis. Respondents were categorized as either elementary teachers or as secondary teachers. Respondents were classified as elementary if they had indicated the elementary level as their actual or intended level of teaching. Respondents who indicated the secondary level as their actual or intended level of teaching were placed in the secondary category. Those respondents who had indicated a level other than elementary or secondary were eliminated from this analysis. Teaching level was found to produce significant differences regarding perceptions of actual decision-making levels for eleven of the fifteen decision items. Percentage frequencies of responses and chi square probabilities for items significantly affected by the teaching level of respondents may be found in Table XIII. For all but the item regarding

TABLE XII

PERCENTAGE FREQUENCIES OF RESPONSES FOUND SIGNIFICANTLY DIFFERENT WHEN
RESPONDENTS WERE CATEGORIZED ACCORDING TO MARITAL STATUS

Decision Item	Marital Status	n	Actual Decision-Making Levels			N	df	Chi ² (0.05)	Chi ² Critical (0.05)	Proba- bility of Chi ²
			Class- room	School	System Province					
5.Non-Graded	Single	130		9.3	74.6	16.2	350	2	13.5	5.99
	Married	220		15.0	79.1	5.9				0.004
9.Field Trip	Single	133	30.1	41.4	28.6		354	2	8.6	5.99
	Married	221	41.2	26.7	32.1					0.013
13.Problems	Single	132	21.2	12.1	34.8	31.8	344	3	10.5	7.82
	Married	212	31.6	7.1	23.1	38.2				0.015
14.Adm. Age	Single	132		3.8	26.5	69.7	351	2	22.9	5.99
	Married	219		3.6	52.1	44.3				0.000
15.Sec. Language	Single	132		14.4	44.7	40.9	352	2	15.8	5.99
	Married	220		15.9	60.5	23.6				0.001

TABLE XIII

PERCENTAGE FREQUENCIES OF RESPONSES FOUND SIGNIFICANTLY DIFFERENT WHEN
RESPONDENTS WERE CATEGORIZED ACCORDING TO TEACHING LEVEL

Decision Item	Teaching Level	n	Actual Decision-Making Levels			N	df	Chi ² (0.05)	Probability of Chi ²
			Class- room	School	Province				
1. Textbooks	Elementary	138	2.2	2.9	42.0	338	3	18.5	0.000
	Secondary	200	2.0	12.5	52.5				
5. Non-Graded	Elementary	137		12.4	83.2	340	2	9.2	0.027
	Secondary	203		12.8	73.9				
6. Skills	Elementary	138	10.1	31.2	39.9	338	3	11.3	0.010
	Secondary	200	15.0	38.5	23.0				
7. Time	Elementary	134	9.0	19.4	32.8	342	3	13.4	0.004
	Secondary	208	6.7	33.2	23.1				
9. Field Trip	Elementary	137	29.9	19.7	50.4	344	2	40.9	0.000
	Secondary	207	41.5	40.1	18.4				
10. Workbooks	Elementary	137	22.6	19.7	54.0	338	3	25.2	0.000
	Secondary	201	36.8	32.3	27.4				
11. Curric. Guide	Elementary	135	1.5	5.9	37.8	330	3	14.8	0.002
	Secondary	195	5.1	18.5	30.8				
12. Disc. Approach	Elementary	136	43.4	13.2	35.3	340	3	18.6	0.000
	Secondary	204	51.5	22.5	15.7				

TABLE XIII (continued)

Decision-Item	Teaching Level	n	Actual Decision-Making Levels		N	df	Chi ²	Chi ² Critical (0.05)	Probability of Chi
			Class- room	School System	Province				
13. Problems	Elementary	133	15.0	7.5	41.4	334	3	25.1	7.82
	Secondary	201	34.8	10.0	19.9				0.000
14. Adm. Age	Elementary	139			51.8	340	2	13.8	5.99
	Secondary	201		6.0	34.8				0.003
15. Sec. Language	Elementary	139		7.9	59.0	342	2	9.8	5.99
	Secondary	203		19.7	52.2				0.021

admittance age, those indicating the secondary level perceived a level of decision-making closer to the classroom than did those categorized as elementary.

Present position of the respondent. The present position of the respondent, whether he was a teacher or an education student, was found to produce differences in perceptions of actual decision-making levels. Table XIV includes a summary of the twelve items for which the responses were found to be different when respondents were categorized according to position. Included in Table XIV are the percentage frequencies of responses for these items and the values of chi square probabilities for these items. For this analysis respondents who had indicated that they were students were so categorized while respondents who had indicated their status as either school level administrators or classroom teachers were categorized as teachers. Respondents who had indicated a status other than those described above were eliminated from this analysis.

The findings indicated no consistent direction of differences when respondents were categorized as students or teachers. For decisions regarding aids, abstractness, non-graded system, skills, discovery approach, and admittance age, teachers perceived a decision level closer to the classroom than did students. Students perceived a decision level closer to the classroom than did teachers for the decisions regarding time, adoption, field trip, workbooks, curriculum guide, and problems taught.

TABLE XIV

PERCENTAGE FREQUENCIES OF RESPONSES FOUND SIGNIFICANTLY DIFFERENT WHEN
RESPONDENTS WERE CATEGORIZED ACCORDING TO PRESENT POSITION

Decision Item	Present Position	n	Actual Decision-Making Levels			N	df	Chi ² (0.05)	Chi ² Critical of Chi ²
			Class- room	School	System Province				
2.Aids	Teacher	198	81.3	10.6	8.1	353	2	13.5	5.99
	Student	155	67.1	25.2	7.8				
3.Abstractness	Teacher	190	33.7	7.4	26.3	345	3	30.3	7.82
	Student	155	12.9	23.2	28.4				
5.Non-Graded	Teacher	194		9.3	86.6	347	2	24.6	5.99
	Student	153		17.0	66.0				
6.Skills	Teacher	192	11.5	42.7	32.8	345	3	22.0	7.82
	Student	153	15.0	28.1	24.8				
7.Time	Teacher	197	7.1	18.8	27.4	350	3	31.6	7.82
	Student	153	7.8	41.2	30.1				
8.Adoption	Teacher	189		8.5	66.1	342	2	12.8	5.99
	Student	153		17.6	61.4				
9.Field Trip	Teacher	197	33.5	18.3	48.2	351	2	70.9	5.99
	Student	155	40.9	50.0	9.1				
10.Workbooks	Teacher	192	29.7	17.7	49.0	347	3	26.1	7.82
	Student	155	32.3	38.7	25.8				

TABLE XIV (continued)

Decision Item	Present Position	n	Actual Decision-Making Levels				N	df	Chi ²	Chi ² Critical (0.05)	Probability of Chi ²
			Class- room	School	System	Province					
11. Curric. Guide	Teacher	186	4.3	7.5	33.9	54.3	338	3	13.3	7.82	0.004
	Student	152	2.6	20.4	34.2	42.8					
12. Disc. Approach	Teacher	194	51.0	12.9	27.8	8.2	348	3	13.5	7.82	0.004
	Student	154	44.8	26.0	17.5	11.7					
13. Problems	Teacher	189	27.5	4.2	28.6	39.7	342	3	12.6	7.82	0.006
	Student	153	26.8	15.0	26.8	31.4					
14. Adm. Age	Teacher	194		3.6	54.1	42.3	349	2	28.3	5.99	0.000
	Student	155		3.8	27.1	69.0					

School size. Those respondents who were teaching in a school at the time of this investigation were asked to indicate the size of school in which they taught. School size was determined by the number of teachers in the school. For the purposes of this analysis two sizes of school were considered: small schools were considered as those having eighteen or fewer teachers and large schools were considered to employ nineteen or more teachers. The responses to six of the fifteen specified items were found to have been different according to the size of the school in which respondents taught. Table XV includes the percentage frequency of responses and the value of the probability for chi square for these six items. In general the findings indicated that those respondents categorized as teaching in large schools perceived levels of decision-making closer to the classroom than did respondents from small schools. In only one case, the decision regarding textbooks, was the opposite direction of differences evidenced.

Type of school district. Those respondents, who were employed by a school district at the time of data collection, were asked to indicate whether they were teaching in an urban or in a rural district. Response patterns for these individuals indicated that eight of the fifteen items specified for this study produced significantly different responses according to the type of school district in which the respondents taught. A list of these items, together with the corresponding percentage frequencies of responses and the values

TABLE XV
PERCENTAGE FREQUENCIES OF RESPONSES FOUND SIGNIFICANTLY DIFFERENT WHEN
RESPONDENTS WERE CATEGORIZED ACCORDING TO SCHOOL SIZE

Decision-Item	School Size (No. of teachers)	n	Actual Decision-Making Levels		N	df	Chi ² (0.05)	Chi ² Critical (0.05)	Proba- bility of Chi ²
			Class- room	School Province					
1.Textbooks	18 or less	119	4.2	53.8	42.0	205	2	10.8	5.99
	19 or more	86	9.3	31.4	59.3				0.013
2.Field Trip	18 or less	120	24.2	15.8	60.0	211	2	28.7	5.99
	19 or more	91	54.9	20.9	24.2				0.000
10.Workbooks	18 or less	119	25.2	10.9	59.7	205	3	21.3	7.82
	19 or more	86	29.1	30.2	2.3				0.000
11.Curric. Guide	18 or less	116	2.6	3.4	32.8	198	3	16.5	7.82
	19 or more	82	7.3	18.3	31.7				0.001
12.Disc. Approach	18 or less	121	49.6	7.4	35.5	207	3	12.2	7.82
	19 or more	86	54.7	19.8	17.4				0.007
13.Problems	18 or less	116	19.0	2.6	32.8	202	3	13.1	7.82
					45.7				0.004

of the probabilities for chi square, may be found in Table XVI. For all but the decision regarding abstractness of content, urban respondents perceived levels of decision-making closer to the classroom than did rural respondents. For the decision regarding abstractness, the rural respondents perceived the decision as having been made at a level closer to the classroom than did urban respondents.

Loyalty. Respondents employed by a school district were asked to indicate whether their primary loyalty was to their own school district, or to the profession at large. The categorization of respondents according to their responses concerning allocation of primary loyalty produced differences in the case of only one item, that of the time spent on a subject. The response pattern for this item may be found in Table XVII. The findings were that those respondents who had indicated an allocation of primary loyalty to their school district perceived that the decision regarding the time spent on a subject had been made at a level closer to the classroom than did respondents who had indicated a primary loyalty to the profession at large.

Source of intellectual stimulation. Respondents employed by a school system were asked to indicate whether the source of most of their intellectual stimulation came from professional colleagues from outside their district or from professional colleagues from within their own district. Two of the fifteen decision items produced response patterns which were significantly different according to respondents'

TABLE XVI

PERCENTAGE FREQUENCIES OF RESPONSES FOUND SIGNIFICANTLY DIFFERENT WHEN
RESPONDENTS WERE CATEGORIZED ACCORDING TO SCHOOL DISTRICT TYPE

Decision-Item	School District Type	n	Actual Decision-Making Levels			N	df	Chi ² (0.05)	Chi ² Critical	Proba- bility of Chi ²
			Class- room	School	Province					
3. Abstractness	Urban	49	16.3	24.5	22.4	206	3	24.1	7.82	0.000
	Rural	157	38.2	3.8	26.1					
4. Evaluation	Urban	49	2.0	55.1	36.7	206	3	10.1	7.82	0.017
	Rural	157	10.8	32.5	51.6					
5. Non-Graded	Urban	48		22.9	75.0	208	2	8.4	5.99	0.038
	Rural	160		8.7	86.9					
7. Time	Urban	48	4.2	21.7	41.7	212	3	9.3	7.82	0.025
	Rural	164	7.3	18.9	25.0					
8. Adoption	Urban	49		26.5	59.2	205	2	16.1	5.99	0.001
	Rural	156		7.1	66.0					
9. Field Trip	Urban	48	70.8	18.8	10.4	212	2	35.2	5.99	0.000
	Rural	164	27.4	17.7	54.9					
10. Workbooks	Urban	48	43.8	27.1	27.1	207	3	11.2	7.82	0.011
	Rural	159	17.7	15.7	52.8					
11. Curric. Guide	Urban	47	2.1	17.0	42.6	199	3	8.8	7.82	0.032
	Rural	152	5.3	7.2	29.6					

TABLE XVII

PERCENTAGE FREQUENCY OF RESPONSES FOUND SIGNIFICANTLY DIFFERENT WHEN RESPONDENTS WERE CATEGORIZED ACCORDING TO ALLOCATION OF LOYALTY, SOURCE OF INTELLECTUAL STIMULATION AND NUMBER OF ACQUAINTANCES

Variable	Decision Item	Category	N	Actual Decision-Making Levels			N	df	Chi ²	Chi ² Critical (0.05)	Probability of Chi ²
				Class- room	School	Province					
Allocation of Primary Loyalty	7.Time	District Profesion	41	17.1	17.1	36.6	206	3	8.8	7.82	0.033
			165	4.2	21.2	44.8					
Source of Intellectual Stimulation	3.Abstractness	Outside Within	86	39.5	11.6	15.1	198	3	9.2	7.82	0.026
			112	26.8	7.1	32.1					
	12.Disc. Approach	Outside Within	87	54.0	9.2	23.0	201	3	9.2	7.82	0.026
			114	50.0	14.0	32.5					
Number of Professional Acquaintances	4.Evaluation	Few Many	88	9.1	26.1	60.2	207	3	10.9	7.82	0.012
			119	8.4	47.1	38.7					
	5.Non-Graded	Few Many	89	11.2	80.9	7.9	209	2	8.4	5.99	0.038
			120	12.5	86.7	0.8					
	11.Curric. Guide	Few Many	86	4.7	2.3	36.0	200	3	9.1	7.82	0.029
			114	4.4	14.9	30.7					

sources of intellectual stimulation. Table XVII (p. 75) includes percentage frequencies of responses for these two items and states the corresponding value of the probability for chi square. The findings showed that those respondents who had indicated their primary source of intellectual stimulation as coming from outside the school district placed the level of decision-making for the decision regarding abstractness of content closer to the level of the classroom than did those respondents who had indicated the primary source of their intellectual stimulation as from within the district. For the decision concerning the use of the discovery approach the direction of differences was found to be opposite.

Number of professional acquaintances. Respondents were categorized according to whether they perceived themselves as having few or many professional colleagues within their district with whom they were acquainted. Three of the fifteen items specified for this study indicated responses which were found to be different when respondents were categorized according to this variable. Table XVII (p. 75) includes the percentage frequencies for these items as well as the corresponding value of the probability of chi square for each of these items. For the items evaluation, non-graded system, and curriculum guide, the findings indicated that those respondents who had perceived themselves as having many professional colleagues within their district felt that these decisions had been made at a level closer to the classroom than that perceived by respondents who had indicated few

professional colleagues.

Findings Regarding Preferred Decision-Making Levels

The findings bearing upon sub-problem two insofar as preferred levels of decision-making were concerned indicated a much stronger agreement among respondents than did the responses for actual decision-making levels. There were, however, certain variables such as the number of years of teaching experience and the present position of the respondent for which were found many differences regarding perceptions of preferred levels of decision-making. Variables such as age and teaching level were also important while variables such as: marital status, loyalty, source of intellectual stimulation, and degree of acquaintance with professional colleagues were found to be relatively unimportant in this regard. A detailed presentation of the significant findings related to each of the personal variables specified for this study follows:

Age. Significant differences were indicated for six decision items when respondents were categorized according to age. Table XVIII summarizes these six items along with the percentage frequency of responses to each of the items and the value of the probability of chi square for each of the significant tests. No consistent pattern of differences was indicated by the findings.

Sex. When respondents were categorized according to sex, differences were observed for four of the fifteen items. The data concerning these four items may be found in Table XIX.

TABLE XVIII
PERCENTAGE FREQUENCY OF RESPONSES FOUND SIGNIFICANTLY DIFFERENT WHEN
RESPONDENTS WERE CATEGORIZED ACCORDING TO AGE

Decision-Item	Category	Preferred Decision-Making Levels					N	df	Chi ² (0.05)	Chi ² Critical	Proba- bility of Chi ²
		n	Class- room	School	System	Province					
1.Textbooks	Under 25	104	26.0	35.6	27.9	10.6	352	6	25.8	12.59	0.000
	25-44	191	15.7	39.3	36.1	8.9					
	45 +	57	1.8	26.3	62.6	19.3					
6.Skills	Under 25	105	26.7	37.1	18.1	18.1	352	6	15.7	12.59	0.016
	25-44	189	19.6	49.7	23.8	6.9					
	45 +	58	13.8	51.7	25.9	8.6					
8.Adoption	Under 25	104	7.7	50.0	36.5	5.8	350	6	32.3	12.59	0.000
	25-44	187	4.3	62.0	30.5	3.2					
	45 +	59	1.7	28.8	52.5	16.9					
9.Field Trip	Under 25	105	77.1	21.0	1.9		357	4	25.7	9.49	0.000
	25-44	191	70.7	24.1	5.2						
	45 +	61	49.2	31.1	19.7						
14.Adm. Age	Under 25	104	6.7	14.4	34.6	44.2	352	6	18.2	12.59	0.006
	25-44	189	1.6	25.9	46.0	26.5					
	45 +	59	5.1	18.6	40.7	35.6					
15.Sec. Language	Under 25	104	4.8	41.3	37.5	16.3	354	6	15.6	12.59	0.016
	25-44	189	2.1	56.6	33.3	7.9					
	45 +	61		41.0	49.2	9.8					

TABLE XIX
PERCENTAGE FREQUENCY OF RESPONSES FOUND SIGNIFICANTLY DIFFERENT WHEN
RESPONDENTS WERE CATEGORIZED ACCORDING TO SEX

Decision-Item	Category	n	Preferred Decision-Making Levels				N	df	Chi ² (0.05)	Chi ² Critical	Proba- bility of Chi ²
			Class- room	School	System	Province					
8. Adoption	Male	195	5.6	61.0	28.7	4.6	351	3	15.2	7.82	0.002
	Female	156	3.8	42.3	44.9	9.0					
9. Field Trip	Male	196	71.9	24.5	3.6		358	2	6.9	5.99	0.032
	Female	162	65.4	24.1	10.5						
11. Curric Guide	Male	191	15.2	44.5	28.8	11.5	347	3	19.0	7.82	0.000
	Female	156	7.1	30.1	41.0	21.8					
13. Problems	Male	190	58.9	20.5	12.6	7.9	348	3	19.9	7.82	0.000
	Female	158	36.1	27.8	25.9	10.1					

Included in this table are the percentage frequencies of responses for each of the four items as well as the corresponding values of the probability of chi square for these items. In all four cases males were found to have perceived a preferred level of decision-making closer to the classroom than had females.

Teaching experience. The findings indicate that the responses for seven items of the fifteen were significantly different depending upon the teaching experience of respondents. These items are listed in Table XX. Also included in Table XX are the percentage frequencies for each of these seven items as well as the values of the probabilities of chi square for the tests conducted for these items. The findings indicated that for the items pertaining to textbooks, non-graded system, skills, and field trips, those respondents having no teaching experience favored a decision level closer to the classroom than did other respondents. For the item workbooks, those respondents who had from one to ten years of teaching experience favored a decision level closer to the classroom than did those respondents who had no teaching experience. For the items concerning admittance age and the teaching of a second language, those respondents who had no teaching experience favored a decision level further removed from the classroom than did other respondents.

Administrative experience. When respondents were categorized according to administrative experience perceptions of preferred decision-making levels were found to be signifi-

TABLE XX

PERCENTAGE FREQUENCY OF RESPONSES FOUND SIGNIFICANTLY DIFFERENT WHEN
RESPONDENTS WERE CATEGORIZED ACCORDING TO TEACHING EXPERIENCE

Decision-Item	Teaching Experi- ence (years)	n	Preferred Decision-Making Levels			N	df	Chi ² (0.05)	Chi ² Critical bility ² of Chi	Proba- bility ² of Chi
			Class-	School	Province					
			room							
1.Textbooks	None	92	25.0	40.2	23.9	10.9	6	14.3	12.59	0.026
	1-10	146	16.4	34.9	38.4	10.3				
	11 +	115	9.6	33.9	44.3	12.2				
5.Non-Graded	None	92	7.6	52.2	29.4	10.8	6	16.2	12.59	0.013
	1-10	149	4.0	49.0	40.3	6.7				
	11 +	116	0.9	58.6	38.8	1.7				
6.Skills	None	92	27.2	32.6	21.7	18.5	6	20.0	12.59	0.003
	1-10	146	18.5	47.3	23.3	11.0				
	11 +	115	18.3	56.5	21.7	3.5				
9.Field Trip	None	92	80.4	19.6			4	17.1	9.49	0.002
	1-10	147	69.4	24.5	5.1					
	11 +	119	59.7	27.7	12.6					
10.Workbooks	None	92	67.4	23.9	8.7		4	12.7	9.49	0.048
	1-10	145	71.7	20.0	8.3					
	11 +	115	54.8	35.7	9.6					
14.Adm. Age	None	92	6.5	16.3	29.3	47.8	6	20.0	12.59	0.003
	1-10	146	2.7	24.0	41.8	31.5				
	11 +	115	2.6	21.7	52.2	23.5				
15.Sec. Language	None	92	5.4	46.7	28.3	19.6	6	17.4	12.59	0.008
	1-10	147	2.0	48.3	42.9	6.8				
	11 +	116	0.9	52.6	37.9	8.6				

cantly different in four of the fifteen cases considered. Respondents were classified into one of two groups. Those who had indicated no administrative experience were placed in one group and those who had indicated some administrative experience were placed in a second category. A summary of the percentage frequencies of responses and the values for the probability of chi square for these four items may be found in Table XXI. The findings indicated that for the items concerning skills, time, admittance age, and a second language, those respondents who had some administrative experience had indicated a preference for these decisions to have been made at a level closer to the classroom than had those respondents who had no administrative experience.

Number of years of teacher education. Respondents were categorized into three groups. Those respondents, who indicated one year of teacher education, were placed in the first group. The second group included all respondents who had two or three years of teacher training. Those respondents with four or more years of teaching education were included in the third group. Significant differences were found for three of the items specified. The percentage frequencies of responses for these three items and the corresponding values for the probabilities of chi square may be found in Table XXII. The findings showed that for the item concerning non-graded system, respondents who had one year of training preferred the decision to have been made further from the classroom than did other respondents. For

TABLE XXI

PERCENTAGE FREQUENCY OF RESPONSES FOUND SIGNIFICANTLY DIFFERENT WHEN RESPONDENTS WERE CATEGORIZED ACCORDING TO ADMINISTRATIVE EXPERIENCE

Decision Item	Adminis- trative Experi- ence	Preferred Decision-Making Levels				N	df	Chi ² (0.05)	Proba- bility of Chi ²
		n	Class- room	School	Province				
6.Skills	None	249	20.9	42.6	23.3	13.3	353	3	9.3
	Some	104	20.2	55.8	20.2	3.8			
7.Time	None	249	30.9	44.6	14.5	10.0	355	3	16.5
	Some	106	16.0	67.9	9.4	6.6			
14.Adm. Age	None	249	4.4	22.1	36.9	36.5	353	3	9.5
	Some	104	1.9	19.2	53.8	25.0			
15.Sec. Language	None	249	2.8	45.4	38.6	13.3	355	3	8.2
	Some	106	1.9	58.5	34.9	4.7			

TABLE XXII
PERCENTAGE FREQUENCY OF RESPONSES FOUND SIGNIFICANTLY DIFFERENT WHEN
RESPONDENTS WERE CATEGORIZED ACCORDING TO TEACHER TRAINING

Decision Item	Teacher Training (years)	n	Preferred Decision-Making Levels			N	df	Chi ² (0.05)	Chi ² Critical	Probabi- lity of Chi ²
			Class-	School	System					
			room							
5.Non-Graded	One	59	3.4	42.4	39.0	15.3	357	6	14.7	12.59
	2-3	75	5.3	48.0	38.7	8.0				
	4 +	223	3.6	57.4	35.9	3.1				
7.Time	One	59	42.4	37.3	8.5	11.9	355	6	13.4	12.59
	2-3	71	29.6	47.9	14.1	8.5				
	4 +	225	21.3	56.4	13.8	8.4				
8.Adoption	One	59	6.8	45.8	42.4	5.1	351	6	26.3	12.59
	2-3	73	9.6	30.1	50.7	9.6				
	4 +	219	2.7	62.1	29.2	5.9				

the item related to the adoption of a science program a level closer to the classroom was favored by those respondents who had four or more years of training over those who possessed fewer than four years of training.

Marital status. Only two of the fifteen items selected for this study had responses for which differences were found when respondents were categorized according to marital status. Respondents were classified as either single or married; divorced, separated, and widowed status being included in the single category. The percentage frequencies of responses and the corresponding values of the probability of chi square for the two significant items may be found in Table XXIII. For the items admittance age and the teaching of a second language, the findings suggest that respondents classified as single tended to prefer the extremes of the classroom and province more than did the respondents who were married.

Teaching level. Respondents were categorized as either elementary teachers or secondary teachers. The findings showed significant differences when respondents were so classified for five of the items tested. A summary of the percentage frequencies and the values of the probabilities of chi square for these five items appears in Table XXIV. For the items concerning textbooks, time, adoption, curriculum guide, and problems taught, respondents categorized as secondary indicated a preference for the decisions to have been made at levels closer to the classroom than those preferred by

TABLE XXIII

PERCENTAGE FREQUENCY OF RESPONSES FOUND SIGNIFICANTLY DIFFERENT WHEN
RESPONDENTS WERE CATEGORIZED ACCORDING TO MARITAL STATUS

Decision Item	Marital Status	n	Preferred Decision-Making Levels				df	Chi ² Critical (0.05)	Proba- bility of Chi ²
			Class- room	School	System	Province			
14. Adm. Age	Single	133	6.0	15.8	36.8	41.4	353	3 11.8	7.82
	Married	220	2.3	24.5	45.0	28.2			0.008
15. Sec. Language	Single	133	5.3	44.4	36.1	14.3	355	3 9.9	7.82
	Married	222	0.9	52.3	38.3	8.6			0.019

TABLE XXIV

PERCENTAGE FREQUENCY OF RESPONSES FOUND SIGNIFICANTLY DIFFERENT WHEN
RESPONDENTS WERE CATEGORIZED ACCORDING TO TEACHING LEVEL

Decision Item	Teaching Level	Preferred Decision-Making Levels			N	df	Chi ² (0.05)	Probability of Chi ²
		n	Class- room	School System Province				
1. Textbooks	Elementary	139	11.5	32.4	43.9	342	3	7.82
	Secondary	203	19.7	38.4	31.5			0.047
2. Time	Elementary	136	36.8	41.2	14.0	345	3	7.82
	Secondary	209	20.1	58.9	12.4			0.003
3. Adoption	Elementary	139	4.3	43.2	43.9	341	3	7.82
	Secondary	202	5.0	58.9	31.2			0.025
11. Curric. Guide	Elementary	138	9.4	28.3	44.2	337	3	7.82
	Secondary	199	13.6	43.2	28.6			0.006
13. Problems	Elementary	135	34.8	25.9	28.9	338	3	7.82
	Secondary	203	55.7	23.2	12.8			0.000

respondents classified as elementary.

Present position of the respondent. Respondents were categorized as either teachers or education students. The findings suggest that perceptions of preferred levels of decision-making were affected to a large degree by the nature of the position held by the respondent. Of the fifteen decision items investigated by the study differences were indicated in seven cases. A summary which includes the percentage frequencies for these seven items and which states the corresponding values of the probability for chi square may be found in Table XXV. For six of these items respondents classified as students perceived a preferred level of decision-making closer to the classroom than did respondents classified as teachers. For the item admittance age the differences were opposite. Student respondents perceived the preferred level of decision-making as further from the classroom than did respondents categorized as teachers.

School size. Table XXVI presents the percentage frequencies for responses to three items regarding the level at which decisions preferably should have been made. These items were found to produce differences when respondents were categorized according to the size of the school in which they taught. Small schools were considered to be those employing eighteen teachers or fewer and large schools were those employing more than eighteen teachers. Only those respondents, teaching in a school system at the time of data collection, were asked to respond for the purposes of this analysis. The

TABLE XXV

PERCENTAGE FREQUENCY OF RESPONSES FOUND SIGNIFICANTLY DIFFERENT WHEN
RESPONDENTS WERE CATEGORIZED ACCORDING TO PRESENT POSITION

Decision Item	Present Position	n	Preferred Decision-Making Levels			N	df	Chi ² (0.05)	Chi ² Critical bility ² of Chi ²	Proba- bility
			Class- room	School	Province					
1.Textbooks	Teacher	194	9.8	30.9	47.9	11.3	349	3	30.0	7.82
	Student	155	25.2	41.3	22.6	11.0				0.000
5.Non-Graded	Teacher	199	2.5	48.7	44.2	4.5	353	3	12.9	7.82
	Student	154	5.8	58.4	27.3	8.4				0.005
7.Time	Teacher	197	21.3	50.8	17.8	10.2	351	3	14.5	7.82
	Student	154	33.8	52.6	6.5	7.1				0.002
8.Adoption	Teacher	193	3.6	44.0	45.6	6.7	347	3	17.7	7.82
	Student	154	6.5	63.0	24.7	5.8				0.001
9.Field Trip	Teacher	199	60.8	27.6	11.6		354	2	21.7	5.99
	Student	155	79.4	20.0	0.6					0.000
14.Adm. Age	Teacher	195	3.1	24.1	46.7	26.2	350	3	11.0	7.82
	Student	155	4.5	18.1	35.5	41.9				0.012
15.Sec. Language	Teacher	197	1.0	48.7	42.6	7.6	352	3	12.4	7.82
	Student	155	4.5	51.0	29.7	14.8				0.006

TABLE XXVI

PERCENTAGE FREQUENCY OF RESPONSES FOUND SIGNIFICANTLY DIFFERENT WHEN
RESPONDENTS WERE CATEGORIZED ACCORDING TO SIZE OF SCHOOL

Decision Item	Size of School (No. of teachers)	Preferred Decision-Making Levels				df	Chi ² (0.05)	Chi ² Critical	Proba- bility of Chi ²
		n	Class- room	School	System Province				
8. Adoption	18 or less	119	5.9	32.8	53.8	7.6	207	3 18.5	7.82
	19 or more	88	2.3	62.5	29.5	5.7			0.000
11. Curric. Guide	18 or less	118	9.3	28.0	45.8	16.9	203	3 8.1	7.82
	19 or more	85	15.3	41.2	28.2	15.3			0.044
13. Problems	18 or less	116	39.7	19.8	29.3	11.2	204	3 11.8	7.82
	19 or more	88	55.7	23.9	10.2	10.2			0.008

findings showed that for the items concerning adoption of a science program, the organization of a curriculum guide, and the selection of problems taught, those respondents who were teaching in large schools preferred levels of decision-making closer to the classroom than did respondents who were teaching in small schools.

School district type. Those respondents who were teaching in a school district at the time of data collection were categorized into two groups. The first category included all respondents teaching in an urban school district while the second included all respondents teaching in a rural school district. The null hypothesis that respondents' perceptions of preferred levels of decision-making were independent of the type of school district in which respondents teach was rejected for five of the fifteen specified decision items. A summary of these five items, along with the percentage frequencies of responses and the values of the probabilities of chi square may be found in table XXVII. For the item concerning abstractness of content, the findings indicated that rural respondents were more inclined to select the classroom or provincial levels than were urban respondents. For the decision about a non-graded system, urban respondents indicated the school level as the modal preferred decision level whereas the respondents classified as rural were undecided, indicating both the school and system levels as appropriate. The decisions regarding adoption, field trip, and a second language, produced differences which showed that urban

TABLE XXVII

PERCENTAGE FREQUENCY OF RESPONSES FOUND SIGNIFICANTLY DIFFERENT WHEN
RESPONDENTS WERE CATEGORIZED ACCORDING TO SCHOOL DISTRICT

Decision Item	School District Type	n	Preferred Decision-Making Levels			N	df	Chi ²	Chi ² Critical (0.05)	Probability of Chi ²
			Class-	School	System Province					
			room							
3. Abstractness	Urban	49	40.8	42.9	16.3	206	3	9.8	7.82	0.020
	Rural	157	47.1	24.8	17.2					
5. Non-Graded	Urban	48	2.1	72.9	22.9	214	3	10.6	7.82	0.014
	Rural	166	3.0	46.4	45.8					
8. Adoption	Urban	49	6.1	75.5	16.3	209	3	24.6	7.82	0.000
	Rural	160	3.7	37.5	50.6					
9. Field Trip	Urban	49	85.7	10.2	4.1	215	2	17.8	5.99	0.001
	Rural	166	56.6	30.7	12.7					
15. Sec. Language	Urban	48		66.7	31.3	212	2	8.2	5.99	0.042
	Rural	164		46.9	43.9					

respondents perceived preferred levels of decision-making for these items which were closer to the classroom than were the levels perceived by rural respondents.

Loyalty. Respondents teaching in a school district were categorized according to their perceptions of the allocation of their primary loyalty. One category consisted of those who felt that their primary loyalty was to their local school district. The other, consisted of those respondents who felt their primary loyalty was to the teaching profession at large. The null hypothesis that respondents' perceptions of preferred decision-making levels was independent of the allocation of respondents' allocation of primary loyalty was supported in each of the fifteen tests attempted. The findings of this study thus showed no significant differences among respondents' perceptions of preferred decision-making levels when respondents were categorized according to the allocation of their primary loyalty.

Source of intellectual stimulation. Respondents were asked to indicate whether they felt that they derived most of their intellectual stimulation from professional colleagues from outside their own school district or from within their own school district. For two of the fifteen decision items specified, significant differences were observed. The percentage frequencies of responses for these two items and the corresponding values for the probability of chi square may be found in Table XXVIII. The findings suggested that for the decision regarding skills, those respondents who had indicated

TABLE XXVIII

PERCENTAGE FREQUENCY OF RESPONSES FOUND SIGNIFICANTLY DIFFERENT WHEN RESPONDENTS WERE CATEGORIZED ACCORDING TO ALLOCATION OF LOYALTY, SOURCE OF INTELLECTUAL STIMULATION, AND NUMBER OF PROFESSIONAL ACQUAINTANCES

Variable	Decision Item	Category	n	Preferred Decision-Making Levels			N	df	Chi ² (0.05)	Chi ² Critical	Proba- bility of Chi ²
				Class- room	School	Province					
Source of Intellectual Stimulation	6.Skills	Outside	88	20.5	44.3	30.7	203	3	8.5	7.82	0.037
		Within	115	20.0	56.5	14.8			8.7		
	14.Adm. Age	Outside	86	5.8	33.7	37.2	201	3	14.5	7.82	0.002
		Within	115	0.9	15.7	53.0			30.4		
Number of Professional Acquain- tances	5.Non-Graded	Few	92	3.3	40.2	48.9	215	3	11.5	7.82	0.009
		Many	123	2.4	61.0	35.0			7.6		1.6

the source of their intellectual stimulation as within their district tended to place the decision-making at a level closer to the classroom than did respondents whose source of intellectual stimulation was from outside the district. For the item concerning the age at which pupils were admitted to school, those respondents whose source of intellectual stimulation was from outside the district tended to perceive a decision level closer to the classroom than that perceived by those whose intellectual stimulation came from within the district.

Number of professional acquaintances. When respondents were categorized according to whether they perceived themselves as having few or many professional acquaintances in their school district, differences were found only for the item concerning a non-graded system. The percentage frequencies for this item may be found in Table XXVIII (p. 94). The findings showed that respondents who perceived themselves as having many professional acquaintances within their district indicated a preference for the decision to have been made at a level closer to the classroom than did other respondents.

Summary

The findings related to sub-problem two have been summarized above. The findings indicate variable degrees of differences among the responses respecting actual and preferred decision-making levels when respondents were categorized according to the personal and school variables outlined above. In general, perceptions of actual decision-making

were more affected by the specified personal and school variables than were perceptions of preferred decision-making levels. The most important variables associated with the perceptions of actual decision-making levels were the present position of the respondent, teaching experience, and number of years of teacher training. Those variables upon which differences in perceptions of actual decision-making levels depended moderately were: age, school district type, and school size. Those variables, which were found to have little association with differences in the perceptions of actual levels of decision-making, were: marital status, administrative experience, number of professional acquaintances, primary source of intellectual stimulation, and the allocation of respondents' primary loyalties.

For many items respondents' perceptions of preferred decision-making levels were found to be different when respondents were categorized according to present position, teaching experience, age, teaching level, and the type of district in which the respondent was employed. Some differences in perceptions were evidenced when respondents were categorized according to sex, administrative experience, teacher training, and school size. Categorization of respondents according to variables such as marital status, source of intellectual stimulation, number of professional acquaintances, and allocation of primary loyalty produced few differences.

IV. FINDINGS RELATED TO SUB-PROBLEM THREE

Sub-problem three was to describe the degree of personal participation which those teachers and students in education surveyed would prefer to have with respect to the decision-making specified for the study. This description consisted of two distinct parts. First, a summary of the frequencies and percentage frequencies of responses was presented. Second, a comparison of teacher and student responses was described. This comparison used chi square tests of independence in order to identify significant differences in the response patterns of students and teachers. Once again, the 0.05 level of confidence was accepted as sufficient for indicating significant differences.

A Description of the Response Patterns of Teachers and Students Surveyed With Respect to Their Preferred Degree of Participation in Decision-Making

Respondents were asked to indicate one of four specified degrees of personal participation which they would like to have in the decision-making process regarding each of the fifteen decision items specified for this study. The four degrees of personal participation considered for this study were: (1) total, (2) shared, (3) consultative, and (4) no participation. These terms are defined in Chapter One. This analysis involved the computation of frequencies and percentage frequencies of responses for each of the items specified for the study. Three distinct computations were made. First, the

statistics for the total sample (groups one through eight) were computed. This was followed by a similar computation which included only the responses from those respondents who were presently teaching in a school system. Finally, the same process was undertaken for all respondents who were students in education.

Table XXIX includes the relevant data regarding the total responses from persons included in groups one through eight. Table XXX presents the data regarding the teachers in the sample, while Table XXXI summarizes the data showing the preferred degrees of participation as perceived by education students in the sample. Each of the above tables includes the relevant frequencies, percentage frequencies, and the number of responses for each item.

A Comparison of Teachers' and Education Students' Perceptions of Preferred Degrees of Participation in Decision-Making For Specified Curriculum Decisions

The null hypothesis that responses concerning preferred degrees of personal participation in decision-making were independent of the present position of the respondent was tested at the 0.05 level of confidence. Chi square tests as described in Chapter IV were used.

The null hypothesis was rejected at the 0.05 level in four of the fifteen tests conducted. The findings of this study indicate that the selection of textbooks for an elementary science course, the decision on the skills required for proficiency in reading or writing, the decision on whether or

TABLE XXIX

TEACHERS' AND STUDENTS' PREFERRED DEGREES OF PARTICIPATION IN DECISION-MAKING
FOR SPECIFIED CURRICULUM DECISION ITEMS

Decision Item	N	Degrees of Personal Participation in Decision-Making									
		Total		Shared		Consultative		None			
		n	%	n	%	n	%	n	%		
1. Textbooks	349	32	9.2	211	60.5	85	24.4	21	6.0		
2. Aids	356	274	77.0	70	19.7	8	2.2	4	1.1		
3. Abstractness	344	97	28.2	160	46.5	66	19.2	21	6.1		
4. Evaluation	350	25	7.1	235	67.1	77	22.0	13	3.7		
5. Non-Graded	354	4	1.1	214	60.5	123	34.7	13	3.7		
6. Skills	349	41	11.7	189	54.2	103	29.5	16	4.6		
7. Time	353	71	20.1	203	57.5	62	17.6	17	4.8		
8. Adoption	346	5	1.4	198	57.2	117	33.3	26	7.5		
9. Field Trip	352	206	58.8	109	31.0	24	6.8	13	3.7		
10. Workbooks	352	191	54.3	121	34.1	27	7.7	14	4.0		
11. Curric. Guide	347	19	5.5	187	53.9	115	33.1	26	7.5		
12. Disc. Approach	350	206	58.9	103	29.4	27	7.7	14	4.0		
13. Problems	347	112	32.3	142	40.9	65	18.7	28	8.1		
14. Adm. Age	350	12	3.4	86	24.6	122	34.9	130	37.1		
15. Sec. Language	353	7	2.0	138	39.1	155	43.9	53	15.0		

TABLE XXX

TEACHERS' PREFERRED DEGREES OF PERSONAL PARTICIPATION IN DECISION-MAKING
FOR SPECIFIED CURRICULUM DECISIONS

Decision Item	N	Degrees of Personal Participation in Decision-Making					
		Total		Shared		Consultative	
		n	%	n	%	n	%
1. Textbooks	194	12	6.2	107	55.2	58	29.9
2. Aids	201	151	75.1	44	21.9	5	2.5
3. Abstractness	190	62	32.6	85	44.7	31	16.3
4. Evaluation	195	16	8.2	137	70.3	35	17.9
5. Non-Graded	199	1	0.5	117	58.8	71	35.7
6. Skills	195	21	10.8	121	62.1	47	23.1
7. Time	198	38	19.2	111	56.1	36	18.2
8. Adoption	192	4	2.1	102	53.1	69	35.9
9. Field Trip	198	94	47.5	78	39.4	17	8.6
10. Workbooks	197	102	51.8	70	35.5	12	6.1
11. Curric Guide	192	13	6.8	92	47.9	73	38.0
12. Disc. Approach	196	114	58.2	60	30.6	14	7.1
13. Problems	194	63	32.5	75	38.7	38	19.6
14. Adm. Age	195	4	2.1	50	25.6	67	34.4
15. Sec. Language	198	2	1.0	78	39.4	81	40.9

TABLE XXXI

STUDENTS' PREFERRED DEGREES OF PARTICIPATION IN DECISION-MAKING
FOR SPECIFIED CURRICULUM DECISIONS

Decision Item	N	Degrees of Personal Participation in Decision-Making							
		Total		Shared		Consultative		None	
		n	%	n	%	n	%	n	%
1. Textbooks	155	20	12.9	104	67.1	27	17.4	4	2.6
2. Aids	155	123	79.4	26	16.8	3	1.9	3	1.9
3. Abstractness	154	35	22.7	75	48.7	35	22.7	9	5.8
4. Evaluation	155	9	5.8	98	63.2	42	27.1	6	3.9
5. Non-Graded	155	3	1.9	97	62.6	52	33.5	3	1.9
6. Skills	154	20	13.0	68	44.2	56	36.4	10	6.5
7. Time	155	33	21.3	92	59.4	26	16.8	4	2.6
8. Adoption	154	1	0.6	96	62.3	48	31.2	9	5.8
9. Field Trip	154	112	72.7	31	20.1	7	4.5	4	2.6
10. Workbooks	155	89	57.4	50	32.3	15	9.7	1	0.6
11. Curric. Guide	155	6	3.9	95	61.3	42	27.1	12	7.7
12. Disc. Approach	154	92	59.7	43	27.9	13	8.4	6	3.9
13. Problems	153	49	32.0	67	43.8	27	17.6	10	6.5
14. Adm. Age	155	8	5.2	36	23.2	55	35.5	56	36.1
15. Sec. Language	155	5	3.2	60	38.7	74	47.7	16	10.3

not to go on a field trip, and the decision regarding the use of workbooks, produced significantly different response patterns from teachers as compared with students in education. The findings showed no consistent pattern of differences for the four items. In the case of the decision regarding the selection of textbooks most of the students (67.1 percent) desired shared participation. Teachers were less inclined to become involved with 55.2 percent indicating a desire for shared participation and 29.9 percent selecting consultative participation. For the decision concerning skills the opposite trend was indicated. Shared participation was chosen by 62.1 percent of the teachers but by only 44.2 percent of the students. Consultative participation was selected by 24.1 percent of the teachers and 36.4 percent of the students. Students indicated a strong tendency (72.4 percent) to select total participation for the decision regarding a field trip. Teachers were more divided, 47.5 percent selecting total participation and 39.4 percent choosing shared participation. With respect to the decision regarding workbooks the main differences occurred when 6.6 percent of the teacher respondents desired no participation as compared with less than one percent of the students. The percentage frequencies of responses and the value of the probability of chi square for each of these four items may be found in Table XXXII. A summary of the probabilities for each of the fifteen tests of independence attempted may be found in Appendix D.

TABLE XXXII

PERCENTAGE FREQUENCY OF RESPONSES FOUND SIGNIFICANTLY DIFFERENT WHEN
RESPONDENTS WERE CATEGORIZED ACCORDING TO PRESENT POSITION

Decision Item	Present Position	Degrees of Personal Participation				df	Chi ² (0.05)	Proba- bility ² of Chi ²			
		n	Total	Shared	Consul- tative						
1. Textbooks	Teacher	194	6.2	55.2	29.9	8.8	349	3	17.4	7.82	0.001
	Student	155	12.9	67.1	17.4	2.6					
6. Skills	Teacher	195	10.8	62.1	24.1	3.1	349	3	12.0	7.82	0.007
	Student	154	13.0	44.2	36.4	6.5					
9. Field Trip	Teacher	198	47.5	39.4	8.6	4.5	352	3	22.8	7.82	0.000
	Student	154	72.7	20.1	4.5	2.6					
10. Work Books	Teacher	197	51.8	35.5	6.1	6.6	352	3	10.0	7.82	0.019
	Student	155	57.4	32.3	9.7	0.6					

Summary

The findings related to sub-problem three suggested a perceived need by a large majority of respondents to participate actively in the decision-making considered for this study. The percentage of respondents indicating a desire to have no part in the decision-making process was less than ten percent for all but two of the decision items. For the decision regarding the admittance age of students, the percentage of respondents indicating a desire for no participation was 37.1 percent. In the case of the decision regarding the teaching of a second language, the percentage of respondents who desired no participation was 15.0 percent.

Teachers and students in education showed few differences as to their preferred participation in the decision-making process for the decisions specified for the study. By far the most popular degree of participation was of the shared type. For seven of the specified decision items there was more than a fifty percent response indicating a desire for shared decision-making.

V. FINDINGS RELATED TO SUB-PROBLEM FOUR

The fourth sub-problem investigated by this study was to describe the response patterns regarding actual and preferred levels of decision-making for those respondents included in groups nine and ten. Group nine consisted of selected university instructors while group ten included selected officials of the Alberta Department of Education.

The nature and characteristics of these groups may be found described in Chapter III.

Table XXXIII includes a summary of the frequencies and percentage frequencies for responses about actual levels of decision-making as perceived by members of the group of selected university instructors. A similar summary of the responses of the same group regarding preferred levels of decision-making may be found in Table XXXIV. Similar compilations of data related to the group of education officials may be found in Tables XXXV and XXXVI. The data associated with actual decision-making levels is included in Table XXXV while Table XXXVI includes the data relating to perceptions of preferred decision-making levels. The inclusion of this data makes possible subsequent comparisons between these and other groups surveyed.

VI. SUMMARY OF CHAPTER V

This chapter served the purpose of summarizing the findings of the study. The findings for each of the four sub-problems defined were presented in turn. The findings indicated that significant differences existed between the perceptions of respondents regarding actual and preferred levels of decision-making for those decision-items specified. Evidence was presented that the perceptions of respondents regarding actual and preferred levels of decision-making were associated with the personal and school variables investigated. The findings related to sub-problem three

TABLE XXXIII

FREQUENCIES AND PERCENTAGE FREQUENCIES OF RESPONSES REGARDING ACTUAL LEVELS OF DECISION-
MAKING AS PERCEIVED BY SELECTED UNIVERSITY INSTRUCTORS

Decision Item	N	Classroom		Levels of Decision-Making				Province	
		n	%	School		System		n	%
1. Textbooks	10					6	60.0	4	40.0
2. Aids	12	10	83.3	1	8.3	1	8.3		
3. Abstractness	11	3	27.3	2	18.2	1	9.1	5	45.4
4. Evaluation	11			5	45.4	6	54.6		
5. Non-Graded	11			2	18.2	9	81.8		
6. Skills	10			3	30.0	4	40.0	3	30.0
7. Time	10	1	10.0	1	10.0	3	30.0	5	50.0
8. Adoption	10			1	10.0	6	60.0	3	30.0
9. Field Trip	10	6	60.0	3	30.0	1	10.0		
10. Workbooks	10	4	40.0	2	20.0	4	40.0		
11. Curric. Guide	10	1	10.0	3	30.0	3	30.0	3	30.0
12. Disc. Approach	10			3	30.0	4	40.0	3	30.0
13. Problems	9	4	44.4	1	11.2	4	44.4		
14. Adm. Age	11					5	45.4	6	54.6
15. Sec. Language	11			2	18.2	8	72.7	1	9.1

TABLE XXXIV

FREQUENCIES AND PERCENTAGE FREQUENCIES OF RESPONSES REGARDING PREFERRED DECISION-MAKING LEVELS AS PERCEIVED BY SELECTED UNIVERSITY INSTRUCTORS

Decision Item	N	Levels of Decision-Making								Province	
		Classroom		School		System					
		n	%	n	%	n	%	n	%	n	%
1. Textbooks	11	2	18.2	6	54.5	2	18.2			1	9.1
2. Aids	12	10	83.3	2	16.7						
3. Abstractness	12	5	41.7	4	33.3	2	16.7			1	8.3
4. Evaluation	12			10	83.3	2	16.7				
5. Non-Graded	12			7	58.3	5	41.7				
6. Skills	12	1	8.3	6	50.0	4	33.3			1	8.3
7. Time	11	4	36.4	6	54.5					1	9.1
8. Adoption	11	1	9.1	6	54.5	4	36.4				
9. Field Trip	11	11	100.0								
10. Workbooks	12	8	66.7	4	33.3						
11. Curric. Guide	11	2	18.2	8	72.7	1	9.1				
12. Disc. Approach	12	9	75.0	3	25.0						
13. Problems	11	7	63.6	3	27.3	1	9.1				
14. Adm. Age	12			3	25.0	8	66.7			1	8.3
15. Sec. Language	11			4	36.4	5	45.4			2	18.2

TABLE XXXV

FREQUENCIES AND PERCENTAGE FREQUENCIES OF RESPONSES REGARDING ACTUAL LEVELS OF DECISION-
MAKING AS PERCEIVED BY SELECTED OFFICIALS OF THE ALBERTA DEPARTMENT OF EDUCATION

Decision Item	N	Levels of Decision-Making									
		Classroom		School		System		Province			
		n	%	n	%	n	%	n	%		
1. Textbooks	4					1	25.0	3	75.0		
2. Aids	4	3	75.0			1	25.0				
3. Abstractness	4	2	50.0					2	50.0		
4. Evaluation				1	25.0	1	25.0			2	50.0
5. Non-Graded	4			1	25.0	3	75.0			2	50.0
6. Skills	4			3	75.0	1	25.0				
7. Time	4			3	75.0	1	25.0				
8. Adoption	4					3	75.0	1	25.0		
9. Field Trip	4	3	75.0			1	25.0				
10. Workbooks	4	2	50.0	1	25.0	1	25.0			2	50.0
11. Currîc. Guide	4			1	25.0	1	25.0				
12. Disc. Approach	4	3	75.0	1	25.0						
13. Problems	4	1	25.0	1	25.0	1	25.0	1	25.0	1	25.0
14. Adm. Age	4					4	100.0				
15. Sec. Language	4					4	100.0				

TABLE XXXVI

FREQUENCIES AND PERCENTAGE FREQUENCIES OF RESPONSES REGARDING PREFERRED DECISION-MAKING LEVELS AS PERCEIVED BY SELECTED OFFICIALS OF THE ALBERTA DEPARTMENT OF EDUCATION

Decision Item	N	Levels of Decision-Making								Province n	Province %
		Classroom		School		System					
		n	%	n	%	n	%				
1. Textbooks	4	1	25.0	2	50.0					1	25.0
2. Aids	4	4	100.0								
3. Abstractness	4	3	75.0	1	25.0						
4. Evaluation	4			3	75.0					1	25.0
5. Non-Graded	4	1	25.0	2	50.0	1	25.0				
6. Skills	4	1	25.0	2	50.0	1	25.0				
7. Time	4	3	75.0			1	25.0				
8. Adoption	4			4	100.0						
9. Field Trip	4	4	100.0								
10. Workbooks	4	3	75.0	1	25.0						
11. Curric. Guide	4	1	25.0	2	50.0					1	25.0
12. Disc. Approach	4	4	100.0								
13. Problems	4	3	75.0			1	25.0				
14. Adm. Age	4			2	50.0	2	50.0				
15. Sec. Language	4			3	75.0					1	25.0

showed a desire on the part of respondents for an active participation in the decision-making process related to the decisions specified. Some evidence of significant differences between the perceived need for participation in decision-making by teachers and by students in education was presented. Finally, the response patterns for two groups not included in the analysis related to sub-problems one, two, or three, were presented.

CHAPTER VI

SUMMARY, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS FOR FURTHER RESEARCH

I. INTRODUCTION

This chapter presents a summary of the study along with a concluding statement. Some of the more important implications and questions raised by the study are discussed. Finally, several possible approaches for further research are posited.

II. SUMMARY OF THE STUDY

This study consisted of the analysis of responses from the members of selected groups regarding their perceptions of actual and preferred decision-making levels for fifteen specified curriculum decision items.

Responses from 393 individuals were included. The groups surveyed consisted of the professional staff of a southern Alberta county school system, selected classes of undergraduate and graduate students in education at the University of Alberta, selected university instructors at the University of Alberta, and selected officials of the Alberta Department of Education.

Four levels of decision-making and four degrees of personal participation in the decision-making process were defined. The decision-levels selected were the classroom

level, the school level, the system level, and the provincial level. The four degrees of personal participation in the decision-making process were defined as total participation, shared participation, consultative participation, and no participation.

Respondents were asked to select both the actual and preferred decision-making levels and the preferred degrees of personal participation for each of the fifteen decision items specified for the study. Data collection was accomplished by means of a questionnaire constructed by the investigator. One main problem and four sub-problems were defined for the study. First, a comparison of the responses about actual and preferred levels of decision-making was made using the Wilcoxon matched-pairs signed-ranks test. Chi square tests were then used to investigate thirteen specified personal and school variables and the differences in response patterns for actual and preferred decision-making levels. Chi square was further employed to investigate and compare the response patterns of teachers and education students concerning their preferred degree of participation in the decision-making process for each of the items specified. Finally, a description of the response patterns produced by two groups not included in the analyses described above was presented. This description consisted of percentage frequencies of responses for actual and preferred decision-making levels made by a selected group of university instructors and by a selected group of officials of the Alberta Department of Education.

The findings of the study indicated significant differences between actual and preferred decision-making levels for each of the decision items considered for the study. Personal and school variables were shown to have produced differences in the responses regarding both actual and preferred decision-making levels. The nature of differences in responses varied from variable to variable and from decision item to decision item.

Some differences in the preferred degrees of participation were indicated when respondents were categorized as practicing teachers or students in education. In general, there was an indication of a desire for an active participation in the decision-making process for all but two of the fifteen items specified.

III. CONCLUSIONS

The findings of the study suggested strong differences in the perceptions of actual and preferred decision-making levels for each of the fifteen decision items. One might infer perceptions by respondents of a need or desire to move the decision-making process regarding these items to a level closer to the classroom. Although the provincial level was perceived as the modal actual decision-making level for six of the fifteen items, in no case was the provincial level perceived as the modal preferred decision-making level. This would seem to indicate a desire for a substantial decentralization of the decision-making process with respect to these

items. For the items abstractness of content and problems taught, the modal actual level of decision-making was perceived as the provincial level while the modal preferred level was perceived as the classroom level. In addition, for the items concerning time, workbooks, and curriculum guide, the modal preferred level was perceived as two levels closer to the classroom than was the modal actual level. One might infer a desire for a shift of considerable magnitude with respect to the above decisions.

The personal and school variables investigated by the study were associated with actual decision-making responses to a greater degree than for preferred decision-making responses. On this finding one might speculate that there may be confusion regarding the placement of curriculum decision-making responsibility in the province of Alberta, and that the findings may indicate actual differences which do exist because of policy and practice variations from school to school and from school system to school system. In any case, that there was more agreement among respondents with respect to preferred decision-making levels would seem to indicate a preferred decision-making structure more acceptable to the respondents of this study than that which they perceived as the present structure. Thus there were indications that there may have been a relatively common preferred decision-making structure, at least as far as the respondents to this study were concerned.

The most important determinant of the response patterns

regarding both actual and preferred decision-making levels was whether the respondent was a practicing teacher or a student in education. However, other variables which were found to have a relatively great influence were teaching experience and age. Since the student respondents were in general, younger and had less teaching experience than did practicing teachers, it may have been that the determinant of response patterns regarding levels of curriculum decision-making was some complex combination of these variables. In the case of actual decision-making levels, teaching level, formal training, sex, and school district type were shown to be relatively important as determinants of the perceptions of decision-making levels. School size, marital status, administrative experience, number of professional acquaintances, source of intellectual stimulation, and allocation of primary loyalty, were found to be of little significance. The finding that perceptions of actual decision-making levels varied according to the type of school district in which respondents taught bears out the statement made earlier regarding differential curriculum decision-making practices among different systems or schools.

For perceptions of preferred decision-making levels, the present position of the respondent, teaching experience, age, teaching level, and school district type were found relatively important in determining response patterns. Variables such as sex, administrative experience, teaching training, school size, marital status, source of intellectual

stimulation, and number of professional acquaintances were found to have had little effect on the perceptions of preferred levels of decision-making. The allocation of the respondent's primary loyalty was found to have had no significant relationship with the perceptions of preferred decision-making levels for the curriculum decision items specified.

Both practicing teachers and students in education perceived a desire for active participation in the decision-making process regarding the decisions specified. For only the items of admittance age and teaching of a second language did the percentage of the respondents indicating a desire for no participation in the decision-making process rise above ten percent of the total responses. That is, ninety percent or more of the respondents indicated a desire for either total, shared, or consultative participation. The above findings indicate a desire to increase the role of the teacher in the decision-making process. The shared type of participation was by far the most popular degree of personal participation insofar as the respondents to this study were concerned. More than thirty-five percent of the respondents indicated this type of participation as desirable for each of the decision items specified with the exception of the items regarding admittance age and teaching of a second language.

In general, it may be inferred that respondents surveyed for this study indicated a desire for an increased role for teachers in the curriculum decision-making process. This

conclusion supports the findings of McBeath (3), Simpkins (4), Masse (2), and the opinion of Clarke who stated:

The road to professionalism for teachers in Alberta will be marked by . . . loud protests over what the professional teacher regards as unsound educational decisions. Strong criticisms of educational decisions in which teachers did not participate, and which they do not like. Increasing insistence that curricular decisions of all sorts--textbooks, supplies and materials, courses of study, and others--be more and more the right of each teacher. (1:pp. 13-14).

IV. IMPLICATIONS

It was clear that the respondents to this study perceived a preferred decision-making structure which would place the decision-making respecting curriculum at a level closer to the classroom than that at which they perceived it to have been made. These results bear important implications and raise important questions. One important question which might be raised is whether or not the perceptions of respondents with respect to the placement of actual decision-making levels were accurate. If so, then the perceived need for a shift in the decision-making authority structure is an important consideration. However, if the respondents' perceptions of actual decision-making levels placed the decision-making at a level closer to the provincial level than was the case, the differences between actual and preferred decision-making levels may have been more apparent than real.

One implication of this study is that those vested with the authority to allocate curriculum decision-making responsibilities must carefully consider the desires of

teachers in this respect. There are several other important considerations. Do teachers really want the increased demands of workload and responsibility associated with the acceptance of the authority to make decisions of the type specified by the study or are the findings simply one manifestation of the perceived need by teachers to appear professional? Are teachers at a level of competence which will satisfy the basic requirements for effective curriculum decision-making? How may school and school system organizations be structured to provide the necessary time and resources to enable teachers to participate in decision-making to the extent aspired to according to the results of this study? Do teachers have ready access to the information and resources necessary for the adequate consideration of alternatives regarding the decisions to be made? It may well be that the responses to this study indicated a preferred condition which is a theoretical ideal rather than a workable alternative. Much more study and research must be done with respect to the role of the teachers in curriculum decision-making.

Perhaps the greatest implication of this study is the indication of a need to explore the field of curriculum decision-making in a much more comprehensive way. What do teachers actually want? Should they be permitted, encouraged, or dissuaded, with respect to their aspirations? The determination of the answers to these questions is important for the demands of teachers appear to be imminent. The position

of the teacher in Alberta might well be described with the words of S.T.C. Clarke who states:

. . . one thing is clear: with increasing determination, teachers are marching along the road to professionalism. Professionalism requires and demands that the professional have a voice in all decisions which determine the practice of the profession. This is what teachers are demanding. (1: p. 15)

It would appear that not only teachers, but teachers to be, are in fact aspiring to the relatively autonomous decision-making authority which has been the right of the true professional.

V. RECOMMENDATIONS FOR FURTHER RESEARCH

The present study has raised more questions than those for which it provided answers. Two logical extensions of this study are obvious. First, the study was designed so that a follow-up study could be undertaken. For most respondents, information is available which would enable the distribution of further data collection devices. A follow-up study of this type might provide insights into any changes in the perceptions of respondents over time. For many respondents the effects of increased training, age, and educational experience could be investigated.

The second logical extension of this study is the repetition of the study using a random sample of respondents from a more general population such as the teaching force of Alberta as a whole. An approach such as this would make possible the generalization of findings to the level of the province at large; a procedure outside the scope of the

present study. In addition there is a need for studies in depth of some of the questions posed by this study.

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APPENDIX A

THE DECISION LEVEL ANALYSIS QUESTIONNAIRE

DECISION LEVEL ANALYSIS QUESTIONNAIRE

This questionnaire is designed to gain information regarding the ways persons involved in education feel about the decision-making process as it relates to the field of educational program. It will take approximately fifteen to twenty minutes of your time.

Decisions made about the educational program are made at various levels. You will be asked to indicate your feelings about the level at which certain decisions are being made, and should be made. You will also be asked to indicate the degree of personal participation which you would prefer to have in the decision-making process. You will also be asked for certain relevant background information.

There are two sections to this instrument.

SECTION ONE PERSONAL AND SCHOOL DATA QUESTIONNAIRE

SECTION TWO DECISION LEVEL ANALYSIS QUESTIONNAIRE

PLEASE TURN THE PAGE TO SECTION ONE

PERSONAL AND SCHOOL DATA QUESTIONNAIRE

Indicate the response for each item by circling the letter corresponding to the correct information.

1. Indicate the age category into which you fall:
A. under 25 B. 25-34 C. 35-44
D. 45-54 E. 55-64 F. over 64

2. Indicate your sex:
A. male B. female

3. How many years of teaching experience do you have? (include the present year if now teaching)
A. none B. one C. two D. three
E. four F. five G. 6-10
H. 11-20 I. 21 or more

4. How many years of administrative experience do you have? (include the present year if applicable)
A. none B. one C. two D. three
E. four F. five G. 6-10
H. 11-20 I. over 20

5. How many years of formal training do you have? (years past Alberta grade twelve, or equivalent)
A. one B. two C. three D. four
E. five F. six G. seven or more

6. What is your marital status?
A. single B. married C. widowed
D. divorced or separated

7. At which level do you teach? (If now a student, at which level do you hope to teach?)
A. elementary B. secondary
C. university D. does not apply

8. What is your present status?
A. classroom teacher
B. school administrator
C. B.Ed. student
D. B.Ed. After Degree student
E. Graduate student
F. Other _____
(specify)

Answer the following Questions (9-13), only if you are currently employed in a school system.

9. In what size of school (number of teachers) do you work?
A. six or fewer
B. 7-12 C. 13-18
D. 19-30 E. 30-50
F. more than 50

10. In which type of school district are you employed?
A. urban public
B. urban separate
C. rural public
D. rural separate
E. does not apply

11. In your own judgement, is your primary loyalty:
A. to your own school district?
B. to the profession at large?

12. From which of the following do you derive most of your intellectual stimulation:
A. professional colleagues from outside your own school district?
B. professional colleagues from within your own school district?

13. In your school district, are you acquainted with:
A. few professional colleagues?
B. many professional colleagues?

14. Indicate by filling in the blanks the number of years of teaching experience you have had: (include the present year)
A. In Alberta _____
B. Outside Alberta _____

PLEASE COMPLETE SECTION TWO WHICH BEGINS ON THE NEXT PAGE.

Firstly: READ THE DESCRIPTIONS OF THE DECISION LEVELS AND DEGREES OF PARTICIPATION

Secondly: READ THE INSTRUCTIONS FOR SECTION TWO AND COMPLETE PAGE FOUR.

SECTION TWO

The following page contains fifteen items which describe decisions related to the program of a school. To the right of these items are three columns labelled I, II, and III. There are three distinct steps to be followed. The following DECISION LEVELS are to be used for STEP I and STEP II.

DECISION LEVELS TO BE USED FOR THIS STUDY

(Please read carefully)

USE THESE
LEVELS FOR
STEP I AND
STEP II

- 1** CLASSROOM This level includes decisions made by individual teachers for the pupils they teach. It may include decisions made by pupils or by pupils and teacher together.
- 2** SCHOOL This level includes decisions made by individuals such as the principal or vice-principal. It also includes decisions made by groups such as the staff or parts of the staff.
- 3** SYSTEM This level includes decisions made by individuals such as the superintendent or other central office personnel. It may also include decisions made by groups such as the school board or committees of teachers and administrators.
- 4** PROVINCE This level includes decisions made by individuals or groups operating within the framework of the Department of Education, the Provincial Legislature, or the provincial bodies of the ATA or ASTA.

STEP I → For each of the fifteen decision items, write in the appropriate space in COLUMN I, number (1, 2, 3, or 4) corresponding to the DECISION LEVEL which best describes the level at which YOU FEEL the decision is USUALLY BEING MADE. (Respond to each of the fifteen items before going to STEP II.)

STEP II → For each of the fifteen decision items, write in the appropriate space in COLUMN II, the number corresponding to the DECISION LEVEL which best describes the level at which YOU FEEL the decision SHOULD BE MADE. (Respond to each of the fifteen items before going to STEP III.)

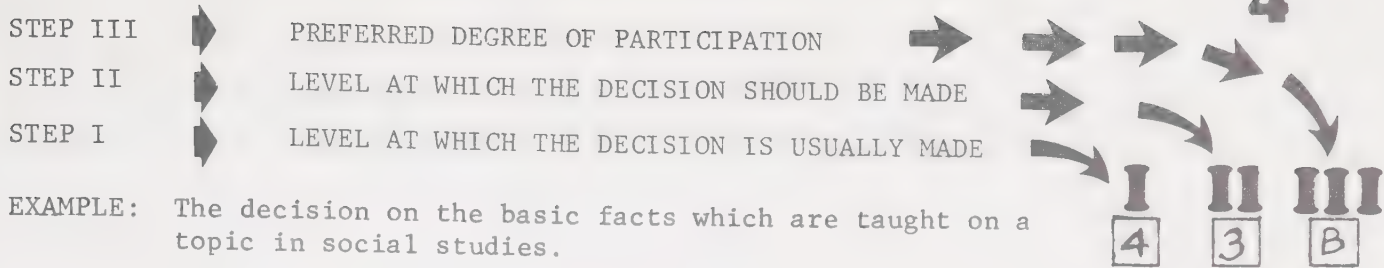
DEGREES OF PERSONAL PARTICIPATION TO BE USED FOR THIS STUDY

(Please read carefully)

USE THESE
FOR STEP
III

- A** TOTAL The individual makes the decision by himself.
- B** SHARED The individual participates as an active member of a group of persons who actually make the decision.
- C** CONSULTATIVE The individual is asked for information or opinion respecting the decision to be made, but the decision is made by someone else.
- D** NONE The individual plays no part in the decision-making process.

STEP III → For each of the fifteen decision items, write in the appropriate space in COLUMN III, the letter (A, B, C, or D) corresponding to the DEGREE OF PERSONAL PARTICIPATION which YOU AS AN INDIVIDUAL IN YOUR PRESENT POSITION (If currently a student respond as if you were a teacher in the field, in terms of your own judgement) WOULD PREFER TO HAVE in the decision-making process regarding the decision items being considered.



	I 4	II 3	III B
1. The decision regarding the selection of the textbooks for an elementary school science course taught in your school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The decision regarding the teaching aids (maps, models, films, etc.) to be selected for use in a particular lesson.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The decision regarding the degree of abstractness of the content in an elementary mathematics course taught in your school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The decision on how to evaluate the suitability of an experimental program in language arts being conducted in your school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The decision on whether or not to implement a non-graded, or continuous progress system in your school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The decision regarding the skills necessary for proficiency in reading or writing before a child should leave the elementary school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The decision on how much time is to be spent for each subject taught to a particular class in your school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. The decision on whether or not to adopt a new science program at the elementary level in your school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. The decision on whether or not a class should go on a field trip as a part of their science course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. The decision on the extent to which workbooks are used in the teaching of an arithmetic program in your school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. The decision on the material to be included in, and the organization of, a curriculum guide for the elementary school enterprise program conducted in your school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. The decision as to where and when to use the discovery approach in teaching science in your school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. The decisions on the kinds of problems pupils are taught to solve in a mathematics course offered in your school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. The decision on the minimum age required before a child may begin attending your school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. The decision on whether or not to teach a language other than English in your school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

YOU HAVE NOW COMPLETED THE INSTRUMENT.

PLEASE FOLLOW THE INSTRUCTIONS GIVEN YOU FOR RETURNING THE QUESTIONNAIRE.

THANK YOU VERY MUCH FOR YOUR COOPERATION.

APPENDIX B
CORRESPONDENCE RESPECTING PERMISSION TO SURVEY
TEACHERS IN THE COUNTY OF LETHBRIDGE

FACULTY OF EDUCATION
Department of
Educational Administration

THE UNIVERSITY OF ALBERTA
Edmonton, Canada

March 5, 1969.

Mr. S.W. Hooper,
Superintendent of schools,
County of Lethbridge No. 26,
214 - 13th St. South,
Lethbridge, Alberta.

Dear Mr. Hooper:


I am a graduate student in the Department of Educational Administration at the University of Alberta, currently completing the requirements for the degree Master of Education. I am undertaking, as part of my thesis project, a study of decision-making in curriculum.

I would ask your permission to survey the teachers in your system by means of a short questionnaire. This instrument would require approximately fifteen to twenty minutes of each teacher's time.

If possible, I should like to meet with the Principals' Association of your system in order to explain the project and to distribute the questionnaires. It would be very convenient for me if this could be done at their next regular meeting. After the questionnaires had been distributed, I would arrange to collect them personally from each school if this would be convenient. Please be assured that I would try to take up as little time and effort on the part of your staff as was possible. I would also be most happy to provide you with the results of the completed research as it becomes available.

Thanking you in advance for your attention to this matter, and hoping for an early and favorable reply, I remain,

Yours truly,


Gerald B. Hawley

County of Lethbridge No. 26

214 - 13TH STREET SOUTH

Lethbridge, Alberta

March 7, 1969

Mr. Gerald B. Hawley
Faculty of Education
Department of Educational Administration
University of Alberta
Edmonton, Alberta

Dear Mr. Hawley:

Re: Your letter of March 5 (enclosed)

Permission is granted. Unless you hear later to the contrary, the Principals' Association will meet March 27th, 1969.

Yours truly
COUNTY OF LETHBRIDGE NO.26

S. W. Hooper

S. W. Hooper
Superintendent of Schools

SWH:gp
Enc.

County of Lethbridge No. 26

214 - 13TH STREET SOUTH

Lethbridge, Alberta

March 12, 1969

Mr. G. B. Hawley
Faculty of Education
Department of Educational Administration
University of Alberta
Edmonton, Alberta

Dear Mr. Hawley:

Re: Meeting of Principals' Association
County of Lethbridge No.26

A change in date - now Wednesday, March 26,
same place, same hour.

Yours truly
COUNTY OF LETHBRIDGE NO.26



S. W. Hooper
Superintendent of Schools

SWH:gp

APPENDIX C

PROBABILITIES ASSOCIATED WITH CHI SQUARE TESTS REGARDING
SELECTED PERSONAL AND SCHOOL VARIABLES OF RESPONDENTS
AND PERCEPTIONS OF ACTUAL AND PREFERRED LEVELS OF
DECISION-MAKING

TABLE XXXVII

PROBABILITIES ASSOCIATED WITH CHI SQUARE TESTS REGARDING SELECTED PERSONAL
AND SCHOOL VARIABLES AND ACTUAL DECISION-MAKING LEVELS

Decision Item	Personal and School Variables						Teaching Level
	Age	Sex	Teaching Exper.	Admin. Exper.	Training	Marital Status	
1.Textbooks	0.5510	0.0716	0.0808	0.4622	0.2997	0.7302	0.0003
2.Aids	0.1654	0.0717	0.0659	0.2075	0.4093	0.1245	0.8761
3.Abstractness	0.0013	0.2154	0.0001	0.0025	0.0099	0.0948	0.0901
4.Evaluation	0.0160	0.0409	0.0337	0.2954	0.0554	0.1798	0.2955
5.Non-Graded	0.0008	0.1009	0.0002	0.0523	0.0074	0.0037	0.0269
6.Skills	0.0019	0.1559	0.0001	0.1382	0.9325	0.0530	0.0102
7.Time	0.0758	0.5098	0.0000	0.0572	0.0072	0.4984	0.0039
8.Adoption	0.0317	0.0383	0.4464	0.0554	0.2067	0.9138	0.1164
9.Field Trip	0.0000	0.0000	0.0000	0.1429	0.0002	0.0133	0.0000
10.Work Books	0.0004	0.0035	0.0000	0.1474	0.0132	0.0824	0.0000
11.Curric. Guide	0.2192	0.0000	0.2929	0.1982	0.1517	0.4527	0.0020
12.Disc.Approach	0.3070	0.0001	0.0003	0.0790	0.0218	0.6129	0.0000
13.Problems	0.1915	0.0000	0.0526	0.0905	0.0167	0.0150	0.0000
14.Adm. Age	0.0000	0.2089	0.0000	0.0001	0.0094	0.0000	0.0032
15.Sec.Language	0.1440	0.0456	0.3390	0.0239	0.0449	0.0013	0.0207

TABLE XXXVII (continued)

Decision Item	Personal and School Variables					
	Present Position	School Size	School District Type	Allocation of Loyalty	Intellectual Stimulation	Number of Professional Colleagues
1.Textbooks	0.0592	0.0126	0.7537	0.6540	0.2919	0.5785
2.Age	0.0037	0.4196	0.4831	0.3309	0.7948	0.4053
3.Abtractness	0.0000	0.1484	0.0000	0.5752	0.0265	0.0791
4.Evaluation	0.0774	0.0523	0.0175	0.8218	0.3507	0.0122
5.Non-Graded	0.0000	0.2691	0.0380	0.2421	0.2679	0.0383
6.Skills	0.0007	0.1010	0.7933	0.2006	0.7044	0.4576
7.Time	0.0000	0.5542	0.0253	0.0328	0.5192	0.5818
8.Adoption	0.0050	0.0920	0.0011	0.8691	0.3177	0.4920
9.Field Trip	0.0000	0.0000	0.0000	0.5946	0.5457	0.0726
10.Workbooks	0.0000	0.0001	0.0109	0.6489	0.4569	0.6850
11.Curric. Guide	0.0038	0.0009	0.0319	0.9766	0.1726	0.0285
12.Disc. Approach	0.0036	0.0066	0.1349	0.9973	0.0263	0.1874
13.Problems	0.0055	0.0045	0.6965	0.3713	0.3316	0.9214
14.Adm. Age	0.0000	0.1155	0.0593	0.3247	0.4034	0.3440
15.Sec. Language	0.1897	0.1433	0.0550	0.0698	0.3235	0.4890

TABLE XXXVIII

PROBABILITIES ASSOCIATED WITH CHI SQUARE TESTS REGARDING SELECTED PERSONAL
AND SCHOOL VARIABLES AND PREFERRED DECISION-MAKING LEVELS

Decision Item	Personal and School Variables						
	Age	Sex	Teaching Exper.	Admin. Exper.	Training	Marital Status	Teaching Level
1.Textbooks	0.0002	0.0638	0.0262	0.1144	0.4042	0.5840	0.0474
2.Aids	0.4490	0.3135	0.2857	0.8885	0.9419	0.5978	0.6669
3.Abstractness	0.7215	0.1844	0.3131	0.9227	0.4985	0.2802	0.6596
4.Evaluation	0.8996	0.6511	0.3483	0.6196	0.1686	0.8548	0.1322
5.Non-Graded	0.1860	0.6659	0.0127	0.2505	0.0224	0.0519	0.8959
6.Skills	0.0157	0.2614	0.0028	0.0258	0.4059	0.1540	0.4784
7.Time	0.6418	0.3222	0.0851	0.0009	0.0366	0.0844	0.0033
8.Adoption	0.0000	0.0017	0.2737	0.4937	0.0002	0.6090	0.0251
9.Field Trip	0.0000	0.0319	0.0018	0.5603	0.0869	0.4219	0.0604
10.Workbooks	0.6348	0.7415	0.0475	0.4569	0.1194	0.5833	0.8384
11.Curric. Guide	0.3228	0.0003	0.7593	0.0541	0.0606	0.9850	0.0062
12.Disc. Approach	0.0911	0.7695	0.3593	0.4268	0.8185	0.6978	0.8711
13.Problems	0.1469	0.0002	0.8939	0.2786	0.3619	0.1432	0.0003
14.Adm. Age	0.0058	0.0758	0.0028	0.0237	0.1712	0.0081	0.4965
15.Sec. Language	0.0161	0.4931	0.0079	0.0427	0.1272	0.0190	0.6399

TABLE XXXVIII (continued)

Decision Item	Personal and School Variables					
	Present Position	School Size	School District Type	Allocation of Loyalty	Intellection Stimulation	Number of Professional Colleagues
1. Textbooks	0.0000	0.2729	0.0704	0.9900	0.4743	0.2334
2. Age	0.2753	0.0638	0.0678	0.6683	0.2857	0.1650
3. Abstractness	0.0546	0.6292	0.0202	0.8693	0.7588	0.0714
4. Evaluation	0.3137	0.2197	0.0947	0.5564	0.4832	0.6846
5. Non-Graded	0.0049	0.3397	0.0143	0.7355	0.4606	0.0094
6. Skills	0.0023	0.4710	0.4220	0.9568	0.0726	0.1213
7. Time	0.0582	0.0867	0.1930	0.0843	0.0365	0.3145
8. Adoption	0.0005	0.0004	0.0000	0.2541	0.6082	0.3072
9. Field Trip	0.0000	0.1580	0.0010	0.2242	0.4774	0.8160
10. Workbooks	0.0847	0.3211	0.3030	0.0658	0.2269	0.5012
11. Curric. Guide	0.0602	0.0440	0.0701	0.4715	0.5185	0.0641
12. Disc. Approach	0.5695	0.6734	0.8279	0.6583	0.4236	0.4599
13. Problems	0.3272	0.0080	0.6585	0.7345	0.5193	0.7407
14. Adm. Age	0.0116	0.4975	0.3344	0.4041	0.0023	0.2730
15. Sec. Language	0.0062	0.3359	0.0415	0.0677	0.9512	0.4763

APPENDIX D

PROBABILITIES ASSOCIATED WITH CHI SQUARE TESTS REGARDING
TEACHER AND STUDENT PREFERRED DEGREES OF
PARTICIPATION IN DECISION-MAKING

TABLE XXXIX

PROBABILITIES ASSOCIATED WITH CHI SQUARE TESTS REGARDING
TEACHER AND STUDENT PREFERRED DEGREES OF
PARTICIPATION IN DECISION-MAKING

Decision Item	N	Chi Square	df	Probability of Chi Square
1. Textbooks	349	17.253	3	0.001
2. Aids	356	3.098	3	0.377
3. Abstractness	344	5.100	3	0.165
4. Evaluation	350	4.635	3	0.201
5. Non-Graded	354	4.169	3	0.244
6. Skills	349	12.023	3	0.007
7. Time	353	3.319	3	0.345
8. Adoption	346	4.088	3	0.252
9. Field Trip	352	22.785	3	0.000
10. Workbooks	352	9.968	3	0.019
11. Curric. Guide	347	7.275	3	0.064
12. Disc. Approach	350	0.444	3	0.931
13. Problems	347	1.525	3	0.677
14. Adm. Age	350	2.750	3	0.432
15. Sec. Language	353	7.138	3	0.068

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